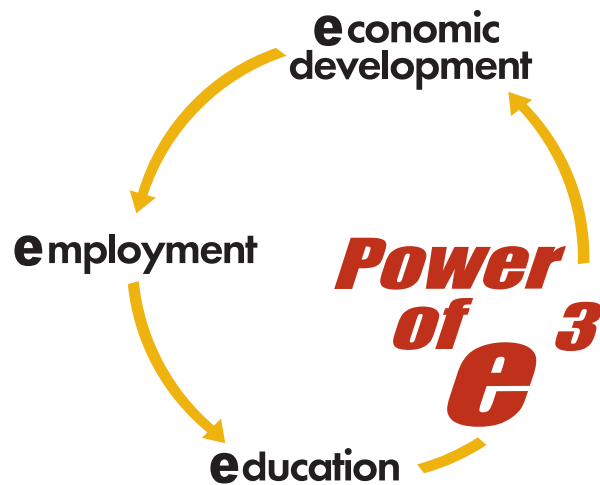


JOB CORPS

Job Corps Annual Report

Program Year 2002



Working Together • Moving Forward

GLOSSARY OF ACRONYMS

CDC	Child Development Center
CDP	Career Development Period
CDSS	Career Development Services System
CPP	Career Preparation Period
CRA	Construction, Rehabilitation, and Acquisition
CTP	Career Transition Period
CTS	Career Transition Services
DOL	Department of Labor
ESL	English as a Second Language
GAO	General Accounting Office
GED	General Educational Development
GPRA	Government Performance and Results Act
HSD	High School Diploma
IAC	Industry Advisory Council
JTM	Job Training Match
NEP	National Employer Partner
NJCAA	National Job Corps Alumni Association
OA	Outreach and Admissions
OIG	Office of Inspector General
PCDP	Personal Career Development Plan
SGA	Student Government Association
SST	Social Skills Training
TAR	Training Achievement Record
VST	Vocational Skills Training
WBL	Work-Based Learning
WIA	Workforce Investment Act
WIB	Workforce Investment Board

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EMPLOYMENT AND TRAINING ADMINISTRATION
UNITED STATES DEPARTMENT OF LABOR



OFFICE OF JOB CORPS
EMPLOYMENT AND TRAINING ADMINISTRATION

A Message from the Assistant Secretary for Employment and Training

I am happy to report that Job Corps is doing a great deal to deliver on the Employment and Training Administration's promise to our nation that economically-challenged young men and women will have an opportunity to embark on meaningful, sustainable careers.

Research has shown that economically-challenged youth face very serious workforce development barriers. Job Corps is proving that a demand-driven, customer-focused, results-oriented approach to training can remove barriers to employment, helping these youth live up to their potential. Independent, productive, and trained in skills that match the market, Job Corps graduates emerge as full participants in the economic and social life of the nation -- part of the talented labor force that employers need to remain globally competitive.

In addition to providing a comprehensive array of training and services to youth, Job Corps is developing strategic relationships with businesses, communities, and workforce development partners to complement its offerings. Job Corps is maximizing its resources to support continuous

improvement and is working toward the Employment and Training Administration's goals for:

- Streamlining program administration
- Partnering with the One-Stop system
- Serving out-of-school youth
- Improving performance accountability

By providing critical employment and training services, Job Corps benefits not only the individuals who participate in the program, but also their communities and the country as a whole. As millions of jobs in key fields such as nursing, construction, and manufacturing become available in the years ahead, a new generation of workers will need to receive quality training in order to keep our economy strong. I am encouraged about the role that Job Corps will continue to play in workforce development in the 21st Century. You can learn more about the program's services and successes in the pages that follow.



Emily Stover DeRocco
Assistant Secretary
Employment and Training Administration

A Message from the Job Corps National Director

With another year's successes on which to build and the program's 40th anniversary soon approaching, Job Corps is more relevant, efficient, and dynamic than ever. Changing industry demands and shifting youth demographics are taken as opportunities to enhance Job Corps' processes, making the program a more effective, demand-driven workforce system. This capacity to anticipate and respond to the needs of Job Corps' many customers has produced some of the program's best statistical outcomes in the past several years.

Examples of five-year-high outcomes achieved by Job Corps' 15,000 staff and nearly 65,000 students served in Program Year 2002 are as follows:

- More than 60 percent of students completed a vocation
- High school diploma attainment nearly doubled from the previous year
- Graduates stayed enrolled in the program for an average of 11.1 months
- The graduate average wage was above \$8.00 per hour

Further, Job Corps has improved the overall retention of students, increased capacity utilization throughout the system, and experienced a significant reduction in the dropout rate nationwide.

Four decades of unparalleled experience in training economically disadvantaged youth for careers, has created a legacy of success of which Job Corps' supporters can be proud. However, continuing to meet customers' ever-changing needs will require even more innovation and resource maximization.

To that end, Job Corps will continue to work toward key goals, including:

- English proficiency for all Job Corps students
- National high school diploma granting authority for the program
- Relevant jobs with livable wages, good benefits, and career advancement opportunities for all Job Corps graduates
- Continuous review and updating of vocational curricula in response to industry needs
- Technological breakthroughs in program administration and management, creating maximum efficiencies
- Continued student participation in community service

These goals are challenging, but the work accomplished during this Program Year has made them attainable. Additionally, Job Corps must maintain federal and private sector support by demonstrating that the program remains relevant, produces results, and is cost-effective. Solid relationships with businesses, communities, workforce investment partners, authorizers, and others are also central to achieving Job Corps' mission.

Job Corps' road to success will be defined by innovation, efficiency, and integrity. By learning from the past and keeping an eye on the future, Job Corps will continue to be recognized as America's first choice for a second chance for thousands of youth.



Richard C. Trigg
National Director
Job Corps

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What is Job Corps?

Job Corps is the nation's largest residential and educational training program for economically disadvantaged youth, ages 16 through 24. Established in 1964, Job Corps has trained and educated more than two million young people in the United States to date, serving nearly 65,000 youth in PY 2002. Job Corps centers are open 24 hours a day, 365 days a year, with two-week academic breaks provided in summer and winter each year.

Where is Job Corps?

Job Corps has 118 centers located in 46 states, the District of Columbia, and Puerto Rico. To support these centers, Job Corps also manages outreach, admissions, and career transition operations at hundreds of locations around the country.

How Does Job Corps Work?

Interested young people apply to join the program through a Job Corps Admissions Counselor. Eligible youth are assigned to a specific Job Corps center, usually one that is located nearest the youth's home and one that offers vocational training of interest to the youth. While on the center, students take part in comprehensive, career-oriented training and work-based learning to enhance their employability. After students leave the program, Job Corps provides placement assistance for jobs, further education, and the military, as well as transitional services and follow-up support.

What Do Job Corps Students Learn?

Job Corps provides academic, vocational, and life skills training, including High School Diploma (HSD) and General Educational Development (GED) programs. Nationally, vocational training represents more than 100 occupations.

Who are Job Corps Students?

Young people who enroll in Job Corps do so to learn the skills they need to become responsible and employable. Job Corps is a voluntary program, and in order to be accepted, applicants must agree to abide by Job Corps' rules and regulations, including a zero tolerance policy for drugs and violence.

How Long Do Students Stay in Job Corps?

Because Job Corps is a self-paced program, lengths of stay vary. Students may remain enrolled for up to two years, but the average length of stay is 8.1 months for all terminees and 11.1 months for graduates. An optional third year is granted for students who qualify for advanced training.

Who Runs Job Corps?

Job Corps, known as "one of the original public-private partnerships," is 100 percent federally funded. Although Job Corps is administered by the U.S. Department of Labor (DOL), specific functions (such as center operations, outreach and admissions, and career transition services) may be handled by private companies and agencies that have been awarded contracts through a competitive bidding process. Large and small corporations and non-profit organizations manage and operate 90 Job Corps centers under these contractual agreements. The other 28 centers are operated through interagency agreements between the U.S. Department of Labor and the U.S. Departments of Agriculture and Interior.

At the end of PY 2002, the number of Job Corps centers, center operators, and outreach and admissions/career transition services (OA/CTS) operators were as follows:

Number of Job Corps Centers	118
Number of Job Corps Center Operators	27
Number of Job Corps OA/CTS Operators	41

The Job Corps program is administered by 160 national and regional office staff.

What are the Results?

Job Corps has one of the highest placement rates among the nation's job training programs. In PY 2002, 87 percent of all graduates were placed in jobs, enlisted in the military, or enrolled in further education. Over 39,000 students completed vocational training, and nearly 20,000 obtained a high school diploma or GED certificate.

How Does Society Benefit From Job Corps?

A recent longitudinal study on Job Corps' costs and benefits found that for every dollar spent for Job Corps, the benefit to society is \$2.02.¹

¹ "Does Job Corps Work? Summary of the National Job Corps Study." June 2001, Mathematica Policy Research, Inc.

MISSION

As a national, primarily residential training program, Job Corps' mission is to attract eligible young adults, teach them the skills they need to become employable and independent, and place them in meaningful jobs or further education.

PURPOSE

Job Corps is a national residential training and employment program administered by the U.S. Department of Labor (DOL) to address the multiple barriers to employment faced by disadvantaged youth throughout the United States. Job Corps was originally established by the Economic Opportunity Act of 1964. Authorization for the program continued under the Comprehensive Employment and Training Act, then Title IV-B of the Job Training Partnership Act, and is currently contained in Title I-C of the Workforce Investment Act.

The purpose of Job Corps is to assist eligible young people who can benefit from an intensive and comprehensive program to become more responsible, employable, and productive citizens. Job Corps provides, in an integrated manner, a comprehensive array of services that address barriers faced by young people.

The services provided by Job Corps include:

- Entry diagnostic testing of reading and math levels
- Occupational exploration
- Individualized career planning
- Comprehensive academic programs, including reading, math, High School Diploma (HSD) and General Educational Development (GED) preparation, and workplace communication
- English as a Second Language (ESL)
- Competency-based vocational training
- Work-Based Learning (WBL) at employer worksites
- Inter-group relations/cultural awareness programs
- Social and employability skills development
- Counseling and related support services
- Regular student progress evaluations

- Student government and leadership programs
- Driver's education
- Health care (including medical and dental care, substance abuse programs, and health education, which covers HIV/AIDS education)
- Recreation programs and non-vocational activities
- Meals, lodging, and clothing
- Basic living allowances
- Child care support at some centers
- Post-program placement and transitional support

ABOUT THE PROGRAM

Who is Eligible?

Enrollment in Job Corps is voluntary, with students entering the program at different times and progressing at their own pace. Youth entering the program must be at least 16 and not yet 25 years of age at the time of enrollment. In addition to meeting age requirements, applicants must:

- Be a United States citizen or immigrant with permanent resident status
- Meet low-income criteria
- Be a school dropout, basic skills deficient, homeless, a runaway, a foster child, or a parent; or in need of additional education, vocational training, or intensive counseling and related assistance in order to participate successfully in regular schoolwork or to secure and hold employment
- Have signed consent from a parent or guardian if the applicant is a minor
- Be free of behavior problems that would prohibit self or others from benefiting from the program, and free of face-to-face court or institution supervision or court-imposed fines while in Job Corps
- Not be currently engaged in illegal drug use
- Have a child care plan, if the applicant has a dependent child

The typical Job Corps student is a 19-year-old high school dropout who reads at slightly below the 8th-grade level, comes from an economically disadvantaged family, belongs to a minority group, and has never held a full-time job (Characteristics of Students Entering Program, pp. 26-27). The unique combination of education, training, and support services provided in Job Corps is intended to better prepare these youth to obtain and hold gainful employment, pursue further education or training, or satisfy entrance requirements for careers in the military.

What is the Enrollment Process?

Young people who want to enroll in Job Corps may submit applications through outreach and admissions (OA) counselors. OA counselors then review the applications along with additional documentation from other sources, such as schools and courts, to determine eligibility. Due to the residential nature of the program, decisions regarding enrollment of applicants with previous behavioral problems is made in accordance with procedures established by DOL.

Once an applicant has been accepted and has signed a commitment to remain free from drugs and violence, the applicant is assigned to a center and provided an enrollment date. Applicants are assigned to the center nearest their home, but waivers to this requirement may occur under certain conditions. Transportation is provided for the eligible applicant to the assigned Job Corps center.

How Does Job Corps Operate?

The Job Corps program operates through the successful partnership of government, labor, private sector, and the local community. Because the residential nature of the program dictates unique space and facility requirements beyond what is required for classrooms, vocational shops, and administrative offices, Job Corps center sites are situated on permanent locations. The federal government provides the facilities and equipment for Job Corps centers.

The DOL awards and administers contracts for the recruitment and screening of new students, center operations, and the placement and transitional support of students who leave Job Corps. When Congress authorizes and provides funding for new centers, a competitive process is initiated to select the sites.

Large and small corporations and non-profit organizations manage and operate 90 Job Corps centers under contractual agreements with the DOL. These contract center operators are selected through a competitive procurement process that evaluates potential operators' technical expertise, proposed costs, past performance, and other factors in accordance with the Competition in Contracting Act and the Federal Acquisition Regulations. Decisions on the award of new contracts and the exercise of option years are heavily influenced by center performance assessments that measure outcomes against numerical performance standards and onsite federal assessments of quality and compliance. The U.S. Departments of Agriculture and Interior, through interagency agreements with the DOL, operate 28 Job Corps centers on public lands throughout the country. These centers are called Civilian Conservation Centers.

Where Does Job Corps Operate?

Job Corps centers are located in 46 states, the District of Columbia, and Puerto Rico with two more states (Rhode Island and Delaware) slated to open centers in the future (Job Corps Center Directory, pp. 35-38). Two additional sites to be located in Connecticut and Louisiana will bring the total number of centers to 122. Centers are located in both urban and rural communities and are operated by large and small companies with responsibility for student populations ranging from 200 to 2,000 per center.

What are the Results?

The length of time students are enrolled in Job Corps correlates with post-program success (Five-Year Performance Summary of Student Outcomes, p. 23). Students who remain enrolled for longer periods of time are more likely to complete a vocational training program, attain a high school diploma or GED certificate, and gain long-term employability skills. These students are also more likely to earn higher wages once they are employed, and ultimately remain a part of the workforce.

High school diploma (HSD) and GED attainment, vocational completion, and employment or enrollment in full-time advanced education, training, or the military are examples of the positive outcomes recognized by Job Corps in its performance measurement systems during PY 2002 (Five-Year Performance Charts, pp. 24-25). Other significant benefits of program participation include improvements in motivation, attitude, social skills, and other employability skills.

During PY 2002, 87 percent of graduates (HSD/GED attainment or vocational completion) and 77 percent of all terminees (separated students) entered employment, enrolled in further education, or entered the military. Seventy-seven percent of graduates entered employment at an average hourly wage of \$8.03, and ten percent entered further education.

Approximately 16 percent of all new Job Corps students leave the program within the first 60 days of enrollment. Students who leave the program early are generally individuals who cannot adjust to the institutional setting or the disciplined environment, who become homesick, or who have personal or family issues that need to be resolved before they are able to focus on their future. Job Corps provides support services to these students, where applicable.

Due to concentrated efforts to improve student retention, Job Corps' early drop-out rate has steadily declined over the past several years. Better student retention during PY 2002 resulted in more students remaining in the program long enough to earn important credentials such as GED certificates, high school diplomas, and vocational completions. Further, the increase in students' average length of stay led to improved capacity utilization and a decrease in new student enrollments.

How Much Does it Cost?

In PY 2002, the cost per new student enrolled was \$21,619 (more detailed cost information can be found on pp. 28-29).

A number of factors contribute to the cost of the program. Job Corps offers a comprehensive array of services in a residential setting. Low student-teacher ratios are required for Job Corps' individualized, self-paced instruction. Moreover, because Job Corps is a residential program, facilities, staff, and services must be available in a safe and secure environment for 24 hours a day, 7 days a week.

Who Administers and Manages Job Corps?

Job Corps is a national program which is administered by the U.S. Department of Labor through a national office and six regional offices. The Office of Job Corps establishes policy and requirements and oversees major program initiatives. Job Corps regional offices procure and administer contracts and perform oversight activities, which include ongoing monitoring and comprehensive onsite center assessments, as well as oversight of outreach and admissions contractors and career transition services agencies.

Job Corps regional offices award cost-reimbursement plus incentive-fee contracts for the operation of centers for a two-year base period, with three potential additional one-year option periods.

Job Corps center operators are responsible for the center's management and administration. Management and administration responsibilities include: hiring and training staff; providing a safe and secure environment for students; delivering basic education, vocational, and employability skills training, work-based learning, counseling, health care, and related support services; supervising students; administering student incentive and discipline systems; maintaining student records and accountability systems; fiscal management; procuring materials and supplies; maintaining center facilities and equipment; and enhancing community relations. The residential component enables Job Corps to provide a comprehensive array of services in one setting 24 hours a day, 7 days a week. Approximately 6 out of 7 students are residential; the remainder commutes to the center daily.

Job Corps centers do not operate in isolation. One-Stop connectivity has expanded the Job Corps resource network. Networks of service providers, including local volunteers and organizations, are also involved in Job Corps activities. Students are recruited and screened for eligibility by outreach and admissions agencies. Eligible applicants are assigned to Job Corps centers under guidelines issued by the DOL. National labor unions, union-affiliated organizations, trade associations, and local providers conduct



Future Carville Job Corps Center, Louisiana

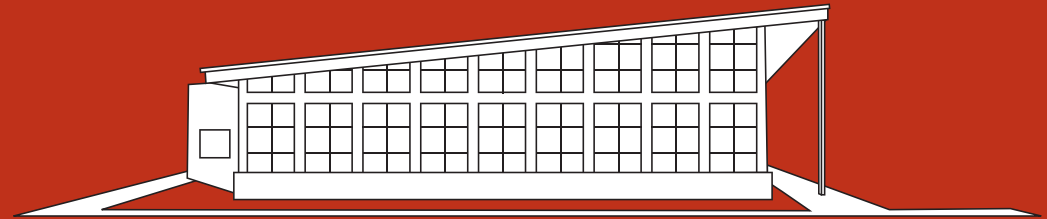


Future Wilmington Job Corps Center, Delaware

vocational training at Job Corps centers. Career transition services (CTS) agencies provide placement assistance to graduates by helping them secure employment, enroll in higher education, or enter the military. Job Corps graduates are also provided with support services, such as help in locating suitable housing and transportation.

Job Corps centers have performance measures for student outcomes, as well as quality and compliance measures related to center operations. Performance against these measures weighs heavily in decisions to award contracts. In PY 2002, Job Corps continued to implement its Performance-Based Service Contracting (PBSC) Plan that is in accordance with the Federal Acquisition Regulations (FAR) and goals established by the Office of Management and Budget's Procurement Executives Council. The FAR identifies PBSC as the preferred method of acquiring services primarily because it links performance to funding by rewarding good performance and penalizing poor performance.

Since May 1, 2002, all of Job Corps' new awards and option year extensions for the operation of Job Corps centers have included performance-based contracting incentive-fee provisions that tie a contractor's fee directly to achievement of outcome measures. Contractors are measured based on students' early program retention, achievement of academic and vocational credentials, placement, job retention, and post-placement earnings. Since the implementation of performance-based contracting provisions, student outcomes have improved, resulting in increased incentive-fee earnings for contractors.



Future Hartford Job Corps Center, Connecticut



Future Exeter Job Corps Center, Rhode Island

JOB CORPS SMALL BUSINESS INITIATIVE

During PY 2002, Job Corps continued its multi-year small business initiative to increase the participation and success of small businesses as prime contractors in Job Corps. Job Corps' strategy to increase small business participation includes aggressive outreach, small business set-asides, and a mentor-protégé capacity building program.

Job Corps encourages the participation of new companies in its contracting by conducting outreach to new firms, publicizing procurement opportunities, and employing progressive procurement approaches. Annually, Job Corps sponsors an outreach conference designed to acquaint small businesses with procurement opportunities. In addition, Job Corps is represented at federal contracting outreach forums sponsored by other federal entities for the specific purpose of promoting greater competition in the procurement process. Contracting opportunities in Job Corps are widely publicized on both government-wide and DOL-sponsored Web sites. Outreach activities have resulted in a significant increase in awards of contracts to new small businesses. Job Corps has also used a mentor-protégé strategy, whereby an experienced contractor (mentor) trains a new contractor (protégé) for a two-year period prior to turning over the operation of the contract. Using this approach, several new firms have assumed operation of some of Job Corps' complex center operations contracts.

ACCOUNTABILITY

The Government Performance and Results Act (GPRA) requires all federal agencies to establish results-oriented goals that are tied to budget appropriations. These performance goals measure outcomes of program participants, assess the effectiveness of strategic planning, and inspire continuous improvement. Job Corps' GPRA goals are included in the DOL's efforts to improve youths' successful transition to a career path. Benchmarks are targeted at participants' attainment of academic credentials, specifically high school diplomas, as well as placements and wages of Job Corps graduates after departure from the program.

Within the Job Corps system, the performance of Job Corps center operators, outreach and admissions agencies, vocational training providers, and career transition services agencies is measured through an extensive and integrated performance measurement system. This system supports and reflects the goals of the program while providing flexibility toward accomplishing those goals. More importantly, this system provides a comprehensive picture of performance throughout all phases of a student's Job Corps experience.

Job Corps issues policy every year to all program partners outlining program goals, performance expectations, and reporting requirements. Meetings are held each year to assess current accountability systems and determine what revisions are warranted to keep these systems aligned with Job Corps program priorities and intended results. Further, Job Corps' continued implementation of a performance-based service contracting system is yet another example of Job Corps' linkage between financial accountability and performance results. Performance measures in PY 2003 will continue to reflect areas of emphasis established by the Workforce Investment Act.

In addition to regularly scheduled program evaluations by both federal and contractor staff, the Office of Inspector General (OIG) regularly reviews the program to assess operations and performance reporting. Similarly, the General Accounting Office (GAO) periodically conducts studies on the Job Corps program. External reviews conducted by offices such as the OIG and GAO are constructive in providing Job Corps with internal strategies to improve program efficiency and effectiveness. The Office of Job Corps will continue to request the assistance of the OIG to conduct reviews related to data quality.

WORKFORCE INVESTMENT ACT PARTNERSHIPS

The Workforce Investment Act (WIA) of 1998 establishes the framework for a national workforce preparation and employment system designed to meet the needs of the nation's businesses and the needs of job seekers and individuals who want to further their careers. The law provides for full involvement of business, labor, and community organizations in the design and operation of the new workforce investment system and emphasizes accountability at all levels - national, state, and local. WIA also provides authorization for Job

Corps to continue operating as a national program in cooperation with states and communities.

Many benefits have been reported by Job Corps centers as a result of WIA implementation, including:

- Improved community relationships
- Development of new Work-Based Learning (WBL) sites for students with local employers
- Better career opportunities for graduates
- Feedback from Job Corps Center Industry Advisory Council (IAC) members on ways to enhance or replace vocational training offerings
- Support from IAC members in job fairs, staff/student training, job shadowing, mentoring, donation of equipment for center training, WBL opportunities, and job placement
- Development of new partnerships with other service providers and employers
- Development of relationships with employers located in areas where students will return when they leave the program
- Enhanced understanding of community programs and agencies through involvement with Workforce Investment Boards (WIBs) and Youth Councils

Local factors influence the way Job Corps centers develop employer connections. For example, when a center is located in a rural area, unique relationships can be established with distant employers in students' hometowns to ensure these employers have input into center training.

Job Corps has also become more involved with local One-Stops. Activities such as cross-program referrals, co-enrollment of youth, and electronic access to job listings have been very beneficial for Job Corps students. Job Corps centers now have the opportunity to collaborate with a multitude of One-Stop partners, such as school districts, local and community colleges, employers, Head Start, and vocational rehabilitation agencies. In several states, Job Corps admissions counselors and career transition specialists are located at One-Stops, and some Job Corps centers have established One-Stop satellite locations at their centers.

The Earle C. Clements Job Corps Center, located in Morganfield, Kentucky, is one example of Job Corps' successful partnerships with the One-Stop system. Before working closely together, the Earle C. Clements center received no referrals from local One-Stops. However since founding the partnership in 2000, Earle C. Clements has received more than 500 referrals of local youth each year from the local One-Stop system.



CAREER DEVELOPMENT SERVICES SYSTEM (CDSS)

The CDSS is Job Corps' approach for providing Job Corps students with the training, guidance, and support that will lead them to long-term employment, earnings growth, and continued educational attainment. The system is designed to enhance all aspects of the Job Corps experience, which includes: Outreach and Admissions (OA); the Career Preparation Period (CPP); the Career Development Period (CDP); and the Career Transition Period (CTP).

1

Outreach and Admissions (OA)

During the OA process, prospective students learn about Job Corps and the opportunities available to them. They are informed about the responsibilities of being a Job Corps student and learn about the connection between their Job Corps experience and achievement of their long-term career goals. To qualify for admission, prospective students must meet program eligibility requirements. Students are referred to the appropriate center based upon students' geographical location, an initial assessment of their career goals, and the availability of vocational offerings.

2

Career Preparation Period (CPP)

As new students are welcomed to Job Corps and begin the CPP, they are given an introduction to center life and resources. Students learn about the center's academic programs, vocational offerings, job placement system, counseling services, community and extra-curricular activities, and rules and regulations. Students also learn about the wide range of wellness services available at the center, including basic medical, mental health, and dental care provided by qualified health professionals. Students learn personal development, job search, employability, and basic information technology skills necessary to obtain employment. During this period, students are also assessed by center staff to identify their personal and career development needs. Using a career management approach, students and staff work together to update students' Personal Career Development Plans (PCDPs). PCDPs reflect students' career goals and determine the academic and vocational training strategy and support services that will enable them to complete the program successfully and work toward their career.

3

Career Development Period (CDP)

The CDP is the next phase in a student's preparation for a career. During this period, center staff and employers provide students with intensive instruction in academic and vocational curricula, interpersonal communications and problem-solving skills, and practice in social and personal management skills. The CDP training and services are aimed at fostering career awareness, establishing high academic and skill standards, integrating academic and vocational training, and incorporating industry standards into training programs. Students also begin searching for a job and planning for independent living during the CDP.

Evaluation of Student Progress

Within the CDSS, staff and students discuss students' progress on an ongoing basis to ensure that students advance steadily toward the goals outlined in their PCDPs. Students' achievements, as well as areas where improvement is needed, are noted as staff work with students to update their PCDPs. In evaluating students' progress, a strong emphasis is placed on employability skills that encompass the intent and directives of the WIA and the principles of applied academics.

4

Career Transition Period (CTP)

The CTP is the period when students leave Job Corps and enter the workplace, higher education, or the military. Center staff and career transition services (CTS) agencies assist with job placement and coordination of transitional support services, such as housing, transportation, and other support resources needed to retain employment.

Technological Advancements that Support CDSS

Job Corps centers prepare CDSS plans that identify how centers will meet the training needs of students as well as national and center training objectives. Instructors have the flexibility to enhance courses and integrate competencies from academic, vocational, and employability skills content areas to provide contextual learning experiences for students. Teachers select and apply a variety of tailored instructional approaches and materials to address different student learning styles and capabilities. In order to assist administrators, teachers, counselors, and other Job Corps staff in developing training programs and providing student services, Job Corps has developed the Job Corps Career Development Resource Center Web site (www.jccdr.org). The site provides online access to instructional materials, labor market and job search resources, and staff professional development

resources. A new career development tool, the Job Corps Wheel of Career Opportunity, has been added to assist students in defining, focusing, and meeting their educational and career goals.

During PY 2002, Job Corps continued to upgrade the software used by staff to manage students' activities and achievements during their tenure in the Job Corps program. The Career Transition System, a Web-based application for tracking job placements, was added to the CDSS Suite of Applications. An electronic PCDP, which enables staff to document students' goals and progress electronically and facilitates a student-driven process of training and career planning, was also added to the Suite of Applications. Further, a new Financial Management System (FMS) was implemented to provide Job Corps centers and OA/CTS contractors with a tool to improve management of their operating expenses.



PROGRAM SERVICES

Residential Living, Social Skills Training, and Support Services

The residential aspect of the Job Corps program distinguishes Job Corps from other federal employment and training programs. The residential living component is essential to the program because most students come from extremely disadvantaged environments and can best be served in the structured and safe environment of a Job Corps center, where a variety of support services are available around the clock, 7 days a week.

Dormitories on Job Corps center campuses are designed to promote a safe, comfortable environment for students. Residential students, who comprise over 85 percent of Job Corps' enrollment, are assigned to specific dormitory rooms. The dormitories are staffed and supervised during all non-class hours. As part of the social development program, students must participate in dormitory meetings and group counseling sessions;

take responsibility for cleaning their own rooms; assist in cleaning the "common" living areas, such as lounges and television rooms; and adhere to center rules regarding curfews and "lights out" times. The residential program helps students learn to get along with diverse people, teaches them to accept responsibility for their actions, and helps them understand and practice good citizenship.

All students participate in the Job Corps Social Skills Training (SST) program which is a structured program consisting of 45 topics that students must master. Topics include diversity, listening, anger management, workplace relationships, teamwork, prioritizing, responsibility to self and others, and money matters. Staff members are trained to work with students on social skills competencies throughout all phases of the Career Development Services System (CDSS).

Job Corps offers a variety of activities and support services, including health care, nutritious meals, sports and recreation, counseling, support in group living, arts and crafts, student government, leadership, and incentive programs. Students are provided a modest living allowance to cover personal expenses while they are enrolled.

These services and related activities are integrated to provide a comprehensive social development program designed to motivate and support students in a safe and drug-free environment. The seriousness of Job Corps' commitment to ensure such an environment is demonstrated by

the program's zero tolerance policy, which requires dismissal of students for drug violations and serious violent offenses.

Approximately 1 out of 7 Job Corps students is non-residential and lives off-center. These students receive the same education and training opportunities and support services as residential students, with the exception of sleeping accommodations.

To be more responsive to the needs of students who have children, Job Corps has worked to make child care accessible. Twenty-two Job Corps centers currently provide onsite child care programs, and seven of these centers also have dormitories designed to house student parents and their children. An additional eight, onsite child care facilities are currently under development (Child Development Centers, p. 46).

Academic Training

Job Corps uses a competency-based education program to help students improve their academic and other basic skills. The pursuit of a basic education is an essential complement to vocational, social, and employability skills development. Students are assigned to education classes based on the results of diagnostic tests administered after they first arrive on the center during the Career Preparation Period. Students set goals and objectives, and incorporate them into their Personal Career Development Plans (PCDPs).

Academic training is comprised of four core content areas - reading, math, information technology and workplace communications, and high school diploma and GED preparation. In addition, centers that enroll a large number of students with limited English proficiency also offer English as a Second Language (ESL) instruction.

Students achieve basic literacy and numeracy fluency standards through basic reading and math training. High school equivalency classes are also available to assist students who are lacking high school diplomas or seeking GED certificates. Throughout the education program, courses stress problem-solving and high-level cognitive skills.

In June 2001, the U.S. Departments of Labor and Education signed a Memorandum of Understanding to improve high school diploma

attainment among Job Corps students. Job Corps' goal, in accordance with the Government Performance and Results Act, is to increase the number of diplomas by 20 percent over the previous year's rate. To increase high school diploma attainment, Job Corps is implementing a three-part strategy that includes: (1) Expanding Job Corps' existing high school programs; (2) Improving online access to virtual high schools; and (3) Enhancing the professional development and credentialing of Job Corps instructors.

Today, many centers have established high school programs or entered into partnerships or co-enrollment agreements with local school districts and community colleges to expand high school and vocational options. Several Job Corps centers offer options for students to take high school courses online. As a result of these efforts, high school diploma attainment during PY 2002 nearly doubled from the previous year. Additionally, Job Corps students have made a successful transition to taking the new series of GED tests introduced by the American Council on Education in February 2002.

Training in basic computer and Internet skills allows students to produce workplace documents, use e-mail, and navigate labor market and job search information online. Training in workplace communications helps Job Corps students develop academic skills in spelling, grammar, writing, and verbal communications within the context of workplace assignments. Students learn how to prepare résumés, job applications, cover letters, and memos.

In addition to the academic program Job Corps students receive training in driver's education, health and wellness, and employability skills. Employability skills include such areas as dressing appropriately for work, being on time, satisfying customers, working in teams, troubleshooting, and problem-solving.

Job Corps provides vocational training in more than 100 occupations nationwide, representing nearly all major U.S. industries.

Approximately 75 percent of Job Corps students have dropped out of high school. The Job Corps education program is flexible enough to accommodate students with a wide range of knowledge and skills, from low-level readers to high school equivalency levels. Since most Job Corps students have experienced failure in public schools, Job Corps uses a variety of teaching approaches to engage students in the curriculum and provide contextual learning experiences. These methods can include large and small group activities, direct instruction, individualized learning, project-based learning, field trips, job shadowing, internships, and other work-based learning activities.

In further recognition of students' diverse learning needs, Job Corps has developed disability-related technical assistance guides that offer implementation strategies and best practices for delivering various aspects of the Job Corps program. During PY 2002, Job Corps provided training sessions for staff who coordinate center

disability programs, and made comprehensive reference materials available on Job Corps Web sites to assist staff in serving students with disabilities.

Additionally, through a DOL Cooperative Agreement, Job Corps has implemented a linkage with Public/Private

Ventures, a national non-profit organization that utilizes local faith-based networks to enhance the range of career training and mentoring services available to youth in partner areas.

Vocational Training

During the Career Preparation Period, students, with the assistance of center staff, determine an appropriate vocational training program. A student's individual training program is based upon a formal assessment of his or her interests, values, and aptitudes. This information is then matched as closely as possible with vocational training offered at the center and incorporated into the student's Personal Career Development Plan (PCDP), which directs his or her career training during and beyond Job Corps.

Job Corps' vocational programs are designed to offer individualized, self-paced and open-entry/open-exit instruction, providing flexibility for stu-

dents to enroll and progress at their own pace. The program emphasizes “hands-on” learning and “learning by doing” in all occupational areas. Each Job Corps center offers training in a wide variety of vocational areas, including business technologies, health occupations, automotive trades, construction trades, culinary arts, and information technology-related occupations. Many centers have established linkages with local trade schools and community colleges to provide vocational offerings not available at the center, or to enroll students in more advanced training programs.

WIA requires all centers to form Industry Advisory Councils (IACs). IACs are comprised primarily of employers who recommend appropriate vocational offerings and training using relevant local labor market supply and demand information. Centers are strongly encouraged to enhance or change their vocational offerings, as necessary, based upon this data and employers’ needs.

Competency-based curricula provide the basis for Job Corps’ vocational training programs. All programs consist of a series of skills or competencies that students must acquire. In order to guide student instruction and assess student progress, Job Corps utilizes Training Achievement Records (TARs). TARs list skills or competencies for each major vocational program offered at Job Corps, and include essential employability skills. Centers often enhance TARs with employer-specific or region-specific skills training. TARs represent occupations in which students can earn livable wages and maintain long-term employment. Students are encouraged to complete the maximum number of specialty areas available in a training program so that they may achieve a diverse and high level of proficiency.

Labor and business organizations play an important role in Job Corps’ vocational training. Through participation in the provision of vocational training, curriculum development, placement, and follow-up services, they help create a stronger program. These organizations also participate in Vocational Skills Training (VST) projects, which offer students an

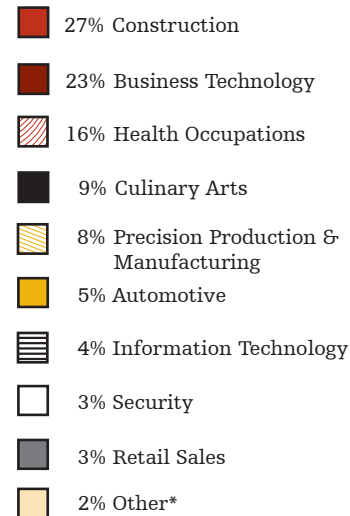
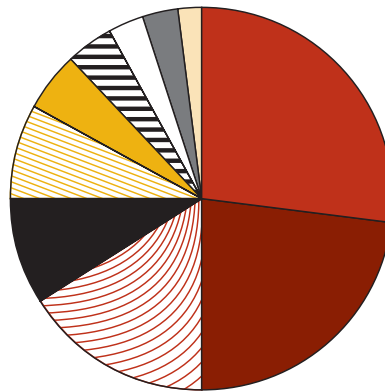
opportunity to work at construction and rehabilitation projects, both on the center and in the surrounding area, while making valuable contributions to their communities through conservation and community service activities.

A key component of Job Corps’ vocational training is a “hands-on” approach. The classroom and workstation environment replicates the workplace as much as possible, and instruction includes practical exercises and demonstrations. As students progress in their vocational training, they receive further “hands-on” experience through work-based learning assignments. These structured activities provide an opportunity for students to observe the actual worksite early in their training, and to apply their skills and knowledge in work settings. Work-Based Learning coordinators, instructors, and employers monitor and assess the performance of these students, and

recommend additional training, work experience, or vocational course completion, as appropriate.

Throughout their vocational training, students and staff work together to address areas critical to students’ career success. Applied academics, which involve integrating academic and vocational skills, are woven into each training program. Students also receive assistance in résumé writing, interviewing, and job search techniques, as necessary.

Job Corps Vocational Training Clusters



*Other includes the Mechanics and Repairer, Renewable Resources, and Transportation clusters.

Information Technology

Job Corps offers an increasing number of certifications in the Information Technology sector, including Microsoft Office User Support (MOUS), A+ Certification, and Cisco Certified Network Associate (CCNA).

Industry-Driven Training

Industry's demand for certified workers has driven Job Corps to upgrade its vocational training programs through curriculum redesign, improved teaching techniques, and a variety of employer partnership initiatives.

Health Occupations

Job Corps partners with community colleges and local hospitals to prepare students for state exams for Certified Nursing Assistant (CNA) and Licensed Practical Nurse (LPN).



Automotive

During the next program year, Job Corps will work with industry leaders, such as the National Automotive Technical Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE) to enhance the quality of the Basic Auto Repair program in order to better meet employers' needs.



Construction

Job Corps has long-standing partnerships with the Home Builders Institute and a variety of construction craft unions, such as the International Union of Operating Engineers, which lead to registered apprenticeship opportunities for graduates.





Manufacturing

Job Corps is preparing students to fill job shortages in the manufacturing industry through development of an Introduction to Manufacturing course, which is based on national Manufacturing Standards Skills Council standards. Further, Job Corps is collaborating with the Aidex and Amatrol corporations to deliver a Pre-Integrated Systems Training (Pre-IST) course that will prepare students to undertake advanced training and fill positions in maintaining and operating modern assembly systems. The Pre-IST course was developed with input and approval from major companies including Cat-

erpillar, Inc., Ford, Goodyear, Motorola, Nissan, Toyota, U.S. Steel and others. To enhance both manufacturing courses, Job Corps and the National Institute for Metalworking Skills, Inc. (NIMS) are aligning the manufacturing training competencies with NIMS certification requirements. This will enable graduates of the manufacturing courses to obtain nationally recognized credentials for careers in metalworking and machining, and will prepare graduates for opportunities in advanced NIMS-certified training.

Health and Wellness Program

Staying healthy and physically fit are basic requirements for any successful career. The Job Corps Health and Wellness program helps students:

- Increase their knowledge of health-related issues
- Learn self-management skills
- Develop healthy lifestyles
- Learn how to access health care in the community
- Understand responsible use of health care services

Within the first 48 hours of arrival at the center, every student receives a cursory exam, dental inspection, lab and drug testing, and immunizations, followed by a more complete medical examination within 14 days.

During the Career Preparation Period, students receive an overview of health and wellness services, register for health insurance (if applicable), and participate in wellness classes. Activities that continue during the Career Development and Career Transition Periods include health maintenance, self-care management, and community networking.

Throughout their stay at Job Corps, students receive essential training in a variety of wellness and safety topics. Safety training is incorporated into each vocational training program and is an integral part of the daily learning experience. In many trades, students acquire valuable occupational health and safety competencies. Such competencies are often highly valued by employers, increasing student employability. Additionally, safety and health committees, consisting of staff and students,

guide initiatives aimed at improving safety and health at each center. Students and staff also work together in center dormitories, classrooms, and recreational areas to minimize hazards and promote safe practices.

All Job Corps staff members are required to receive basic training in wellness. Efforts at the national level during PY 2002 resulted in the availability of Web-based safety and health training courses for center staff across the country.

Student Government Association

The Student Government Association (SGA) is a sanctioned and recognized body on Job Corps centers that functions as a liaison between staff and students, combining efforts to enhance all areas of center life. Each SGA is unique in structure, but is usually comprised of students who are elected by their peers to serve in executive positions of President, Vice President, Secretary, Treasurer, and Chief Justice. Additional SGA positions and committees are established as needed to address and resolve specific needs of the center. SGA members meet stringent performance requirements and serve as positive role models for others. A major priority of the SGA is to sponsor community-related projects in which staff and students are encouraged to participate. These activities promote volunteerism and good citizenship.

NATIONAL EMPLOYER PARTNERS

Job Corps is uniquely positioned to work with National Employer Partners (NEPs). Job Corps offers employers “one-stop shopping” on a national basis and across regional boundaries to help fill the ranks of their entry-level workforce. Employers offer Job Corps insight and input in tracking critical labor market trends, responding to new technology and industry requirements, and maintaining relevant vocational offerings and curricula. These partnerships typically begin at the local center and regional levels and evolve into an NEP to meet the needs of the employer and Job Corps graduates.



“Since becoming involved with Job Corps, we have hired more than 100 graduates from the program. Job Corps graduates who join our company have such great skills that they have a six-month jumpstart on other new hires. We will be looking to Job Corps as a real asset for the next 20 years.”

Garry Burke
Manager, Company Training
Jiffy Lube



Job Corps has NEP Agreements with AAMCO Transmissions; HCR Manor Care; Jiffy Lube International; Roto-Rooter Plumbing Service; Sears, Roebuck & Co.; Walgreens & Co.; and the United States Army. Collectively, these companies represent approximately 700,000 employees in all 50 states. NEP linkages have resulted in employment for many Job Corps graduates, as well as work-based learning and job shadowing opportunities for students. Job Corps also has developed local and regional agreements with other leading companies, such as American Commercial Barge Lines, Cisco Systems, CVS Pharmacies, Roadway Express, and Sun Microsystems.

In addition, Job Corps is working with the Center for Workforce Preparation (CWP), an affiliate of the U.S. Chamber of Commerce, to develop partnerships between select Job Corps centers and local Chambers of Commerce where graduates return to seek employment.

HCR·ManorCare



NATIONAL COMMUNITY SERVICE PARTNERS

In PY 2002, 33,000 Job Corps students and staff joined with their local communities to participate in community service activities. Job Corps is an America's Promise "Commitment Maker" and a partner in national community service events, including Groundhog Job Shadow Day, National Youth Service Day, and Make a Difference Day. Last year, Job Corps was honored with a National Job Shadow Partner Award, which recognizes organizations that demonstrate an outstanding commitment to youth over an extended period of time.



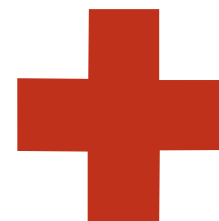
Job Corps students also lend their time and talents to local community service projects, on an ongoing basis or for an afternoon, as a center activity or in partnership with community organizations. In times of national crises, too, such as the 9/11 attacks, the space shuttle disaster, and the California wildfires, Job Corps students were there. Whether feeding the homeless as part of a monthly lunch program, doing repairs at a shelter for abused mothers and children, or working with developmentally disabled adults at a community day care, Job Corps students put their training into practice and provide much-needed services to their local communities.

AMERICA'S PROMISE

THE ALLIANCE FOR YOUTH®



Job Corps and the American Red Cross are in the second year of a national partnership. Key areas of collaboration include blood drives, internship opportunities, employment opportunities, community service projects, mentoring initiatives, and health and safety training and certification. Three-quarters of Job Corps centers collaborated with their local American Red Cross offices during the second year of this partnership, with thousands of Job Corps students and staff volunteering their time to organize blood drives and other projects.



American Red Cross

PY 2002 STUDENT RESULTS

The Job Corps definition of a “program graduate” is the same as described by the Workforce Investment Act (either HSD/GED attainment or vocational trade completion). A category called “combination program graduate” has been created to identify those students who achieve both of these requirements.

Placement Rates

Job Corps continues to place a high proportion of students in jobs, full-time advanced education or training, or the military. In PY 2002, 87 percent of Job Corps graduates were placed, and 77 percent of all terminees were placed.

Placement Wages

The average hourly wage for Job Corps graduates in PY 2002 was \$8.03. A Job Training Match (JTM) is a job placement that directly or closely correlates with a student’s vocational training program. JTM placement wages for graduates in PY 2002 averaged \$8.59.

Average Length of Stay

The PY 2002 average length of stay for Job Corps graduates was 11.1 months. For all terminees, the average length of stay was 8.1 months.

Vocational Completion

In PY 2002, over 60 percent of all students completed one or more levels within their chosen area of vocational training, achieving the competencies specified for the vocation.

High School Diploma / GED Attainment

In PY 2002, nearly 20,000 students received HSD/GED certificates.

FIVE-YEAR PERFORMANCE SUMMARY OF STUDENT OUTCOMES

	PY 1998 Jul 98-Jun 99	PY 1999 Jul 99-Jun 00	PY 2000 Jul 00-Jun 01	PY 2001 Jul 01-Jun 02	PY 2002 Jul 02-Jun 03
Graduate Placements					
Entered Employment	83%	83%	84%	80%	77%
Enrolled in Education	6%	6%	7%	10%	10%
Total Reported Placements ¹	89%	88%	91%	90%	87%
Average Placement Wage	\$7.21	\$7.49	\$7.97	\$7.96	\$8.03
Graduate Job Training Match					
% of Graduate Job Placements ²	60%	62%	62%	60%	56%
Graduate JTM Average Placement Wage	\$7.55	\$7.93	\$8.44	\$8.55	\$8.59
Average Length of Stay (months)					
Graduates	11.1	11.1	10.6	10.8	11.1
All Terminees	7.2	7.0	7.1	7.6	8.1
Vocational Completion³					
% of All Terminees	51%	49%	52%	57%	61%
High School Diploma/GED Certificate					
All Terminees	18,133	16,461	18,050	18,280	19,849

¹ Assumes that all terminees who were not contacted did not obtain jobs or enroll in education.

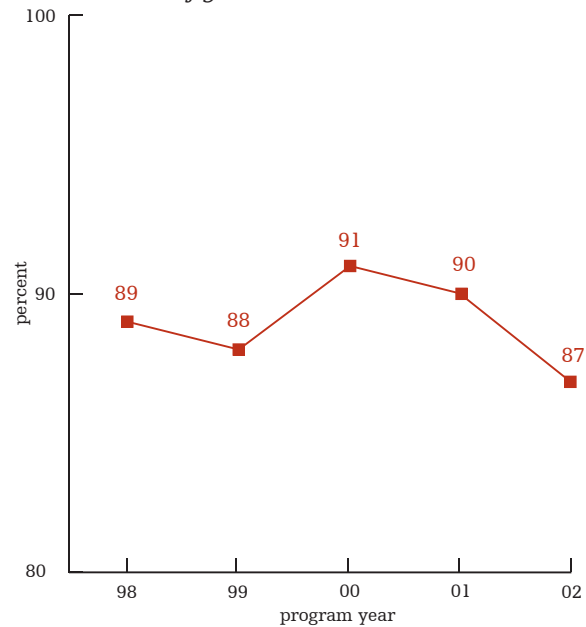
² A different method for matching jobs to training was used beginning with PY 1999. This caused a lower JTM placement rate.

³ Minimum requirements for obtaining a completion level were raised effective PY 1999.

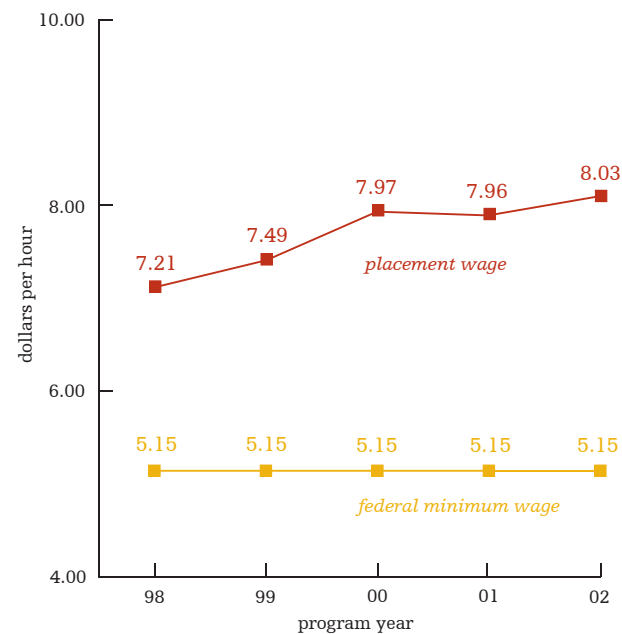
FIVE-YEAR PERFORMANCE CHARTS

Total Reported Placements

(% of graduates)

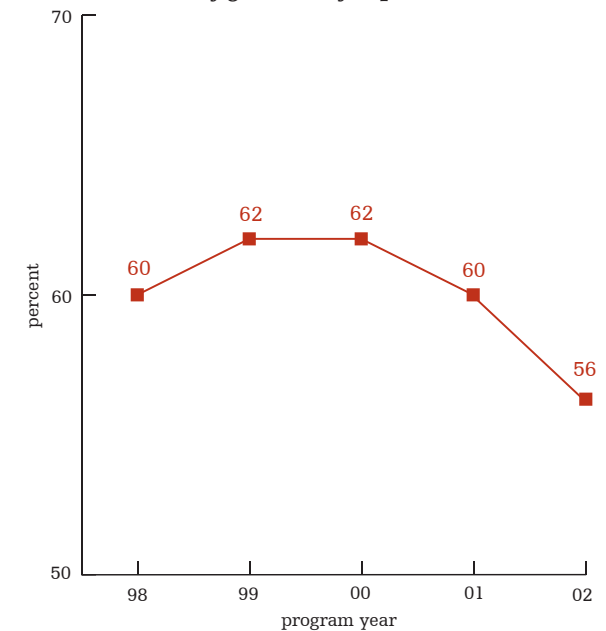


Average Graduate Placement Wage

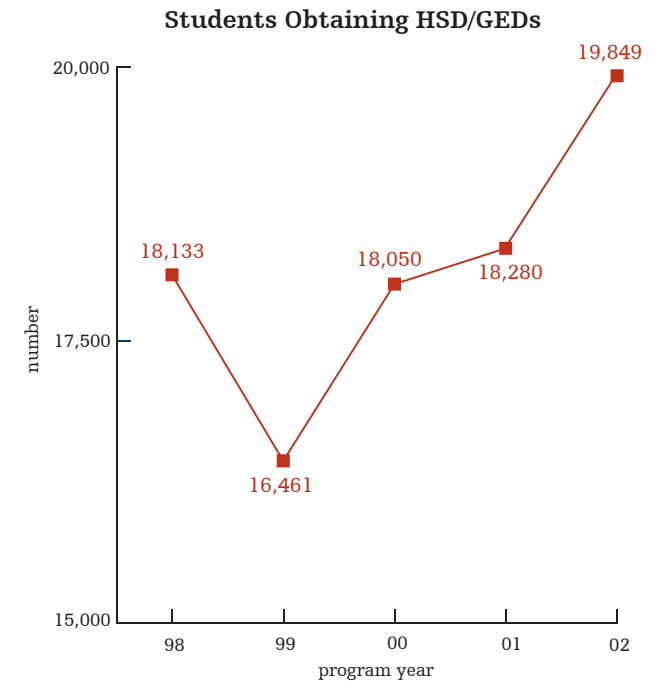
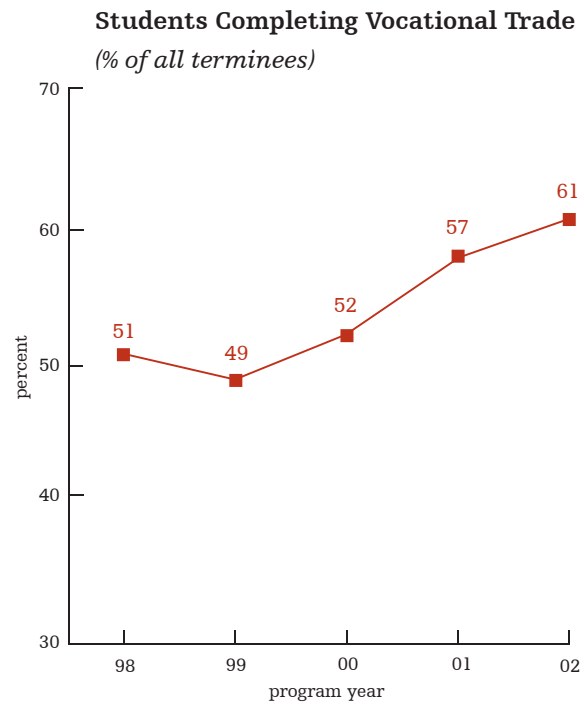
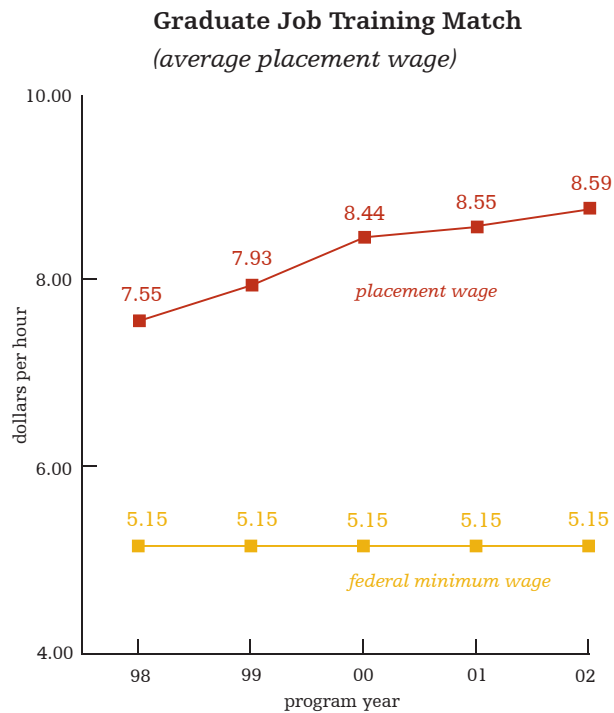


Graduate Job Training Match

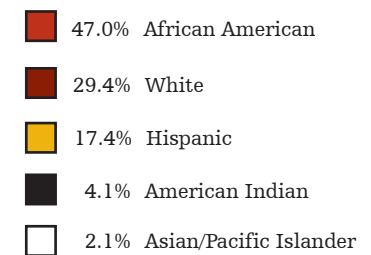
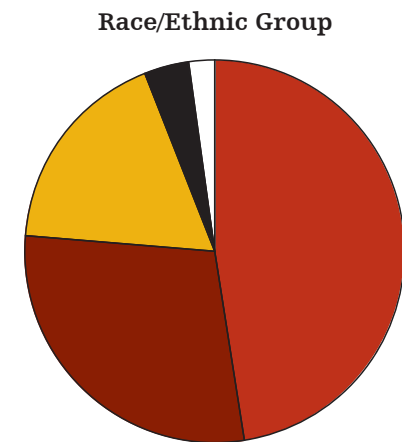
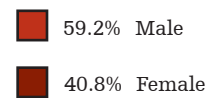
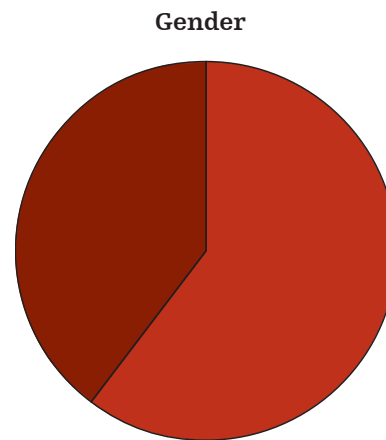
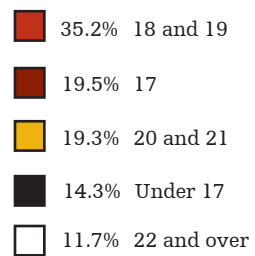
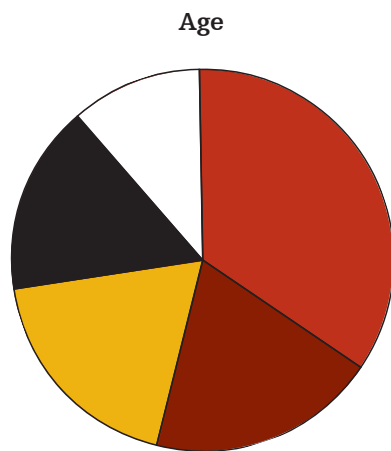
(% of graduate job placements)



FIVE-YEAR PERFORMANCE CHARTS

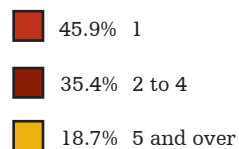
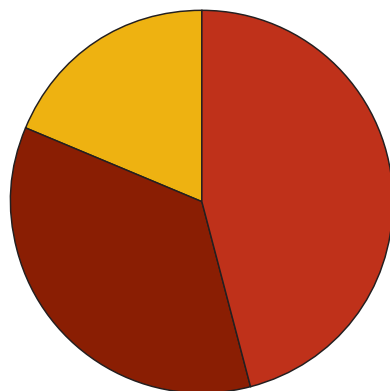


CHARACTERISTICS OF STUDENTS ENTERING THE PROGRAM

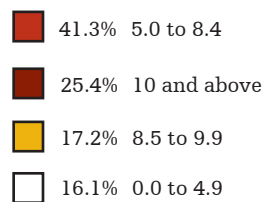
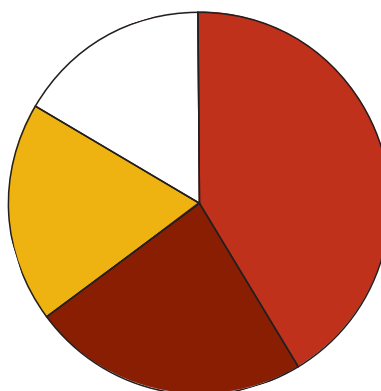


CHARACTERISTICS OF STUDENTS ENTERING THE PROGRAM

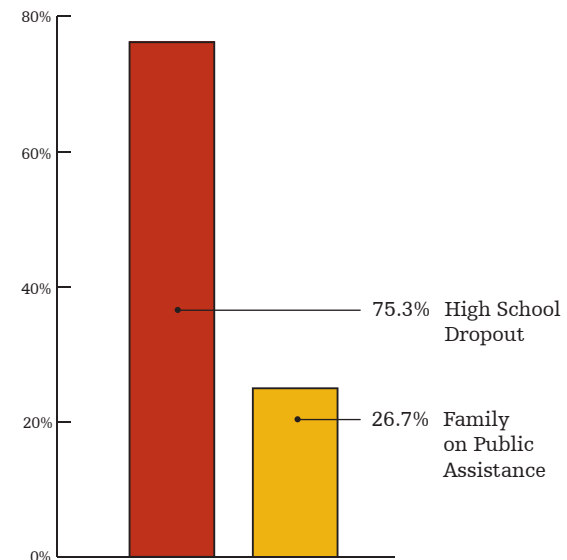
Family Size



Reading Levels



Other Characteristics



COSTS IN PY 2002

Congressional appropriations for Job Corps are divided into two components: 1) operating costs; and 2) facility construction, rehabilitation, and acquisition (CRA) expenses. Annual funding for operating expenses normally represents roughly 90 percent of the total Job Corps appropriation, with the CRA component usually comprising about 10 percent.

Congressional funding for operating expenses has tended to increase steadily from year to year in order to cover inflationary cost increases at existing centers and to cover the operating costs of new centers that open. In contrast, Congressional funding for CRA expenses tends to vary from year to year depending on Congressional interest in major capital projects, such as the relocation of existing facilities and the acquisition and construction of facilities for new centers.

When compared to other residential training and education programs and institutions, including colleges and universities, Job Corps is located on the low end of the cost scale. For example, the U.S. Department of Education's 2002 Digest of Education Statistics reports that in the 1995-1996 school year, the per-student cost (adjusted for inflation to 1999-2000 dollars) at private four-year institutions averaged \$32,578. At four-year public institutions, the per-student cost (adjusted for inflation to 1999-2000 dollars) averaged \$23,423. Based on 32 weeks of class during the year, the average daily cost per student was \$145 at the private institutions and \$105 at the public institutions. In contrast, the Job Corps daily cost per student averaged only \$87 during PY 2002.

PY 2002 SERVICE LEVELS

Job Corps Centers at Year End	118
Student Service Years*	44,026
New Students Enrolling	64,043
Total Terminations this Program Year	65,148
Average Length of Stay (Months) (all terminees)	8.1

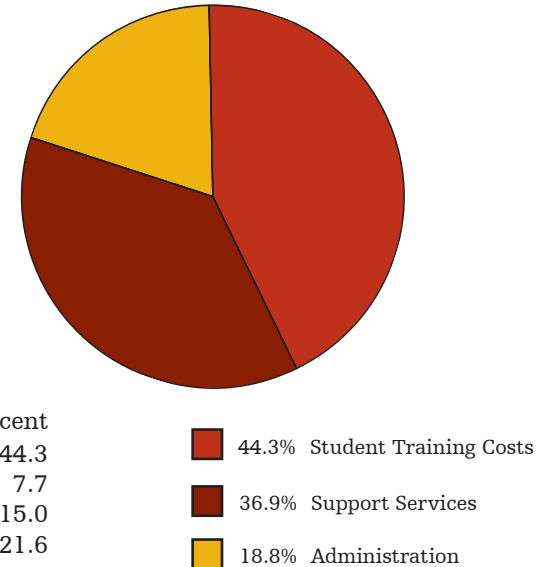
Job Corps' operating costs totaled \$1,384,517,000 in PY 2002, which can be broken down as shown below.

**Average annual enrollment level*

PY 2002 OPERATING COSTS

	Million \$	Percent
Student Training Costs	613.5	44.3
Basic Education	106.7	7.7
Vocational	207.1	15.0
Social Skills Training	299.7	21.6
Support Services	510.0	36.9
Outreach/Admissions	58.6	4.2
Transportation	21.0	1.5
Meals and Lodging	189.2	13.7
Allowances	96.4	7.0
Workers Compensation Benefits	4.0	0.3
Medical Care	81.3	5.9
Career Transition Services	59.5	4.3
Administration/National Activities	260.9	18.8
Center Administration		
National Engineering/Property Management		
National Data Systems		
National Curriculum Development		

PY 2002 Operating Costs

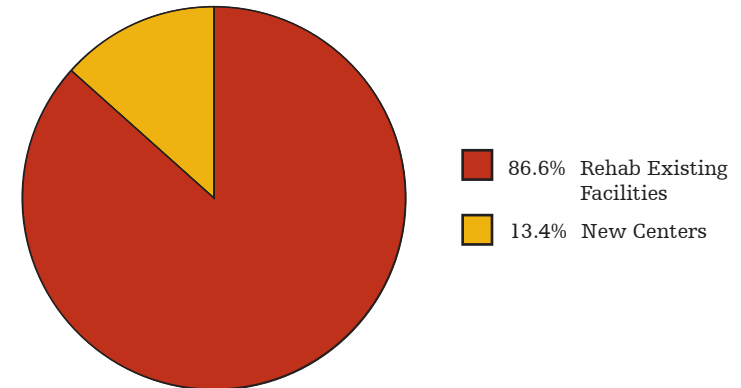


PY 2002 CONSTRUCTION, REHABILITATION, AND ACQUISITION EXPENSES

In PY 2002, the DOL issued contracts for Job Corps facility construction, rehabilitation, and acquisition having a total value of \$99,858,000. These contractual obligations can be categorized as follows:

	Million \$	Percent
Rehab Existing Facilities	86.5	86.6
Relocate Centers	0	0
Acquire/Construct New Centers	13.4	13.4

PY 2002 CRA Expenses

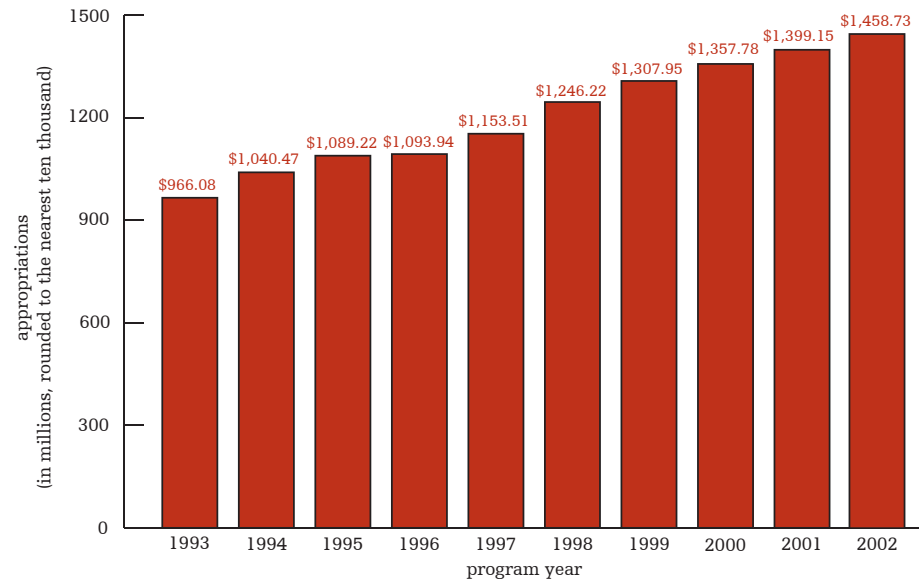


10-YEAR APPROPRIATION HISTORY

Program Year Congressional Appropriation

1993	\$966,075,000
1994	\$1,040,469,000
1995	\$1,089,222,000
1996	\$1,093,942,000
1997	\$1,153,509,000
1998	\$1,246,217,000
1999	\$1,307,947,000
2000	\$1,357,776,000
2001	\$1,399,148,000
2002	\$1,458,732,000

10-Year Appropriation History



INFORMATION TECHNOLOGY SCHOLARSHIP

The Federation of Government Information Processing Council/Industry Advisory Council (FGIPC/IAC) assists Job Corps students and graduates in pursuing careers in the information technology (IT) industry. The IT Scholarship Fund was established in 1999 as a result of interest expressed by the FGIPC/IAC. The scholarship offers students financial support to continue their training in the IT field, and assists in filling the shortage of skilled IT workers.

The scholarship is awarded annually, with recipients eligible to receive up to \$5,000 in reimbursable expenses associated with the pursuit of a certificate or degree program in the IT field. To date, the information technology companies of IAC have raised more than \$210,000 for Job Corps students.

HARPERS FERRY MEMORIAL SCHOLARSHIP

The Harpers Ferry Memorial Scholarship (HFMS) was established to commemorate the lives of eight Harpers Ferry Job Corps Center students who died in a MARC/AMTRAK train collision in February 1986. The HFMS Award provides Job Corps students and graduates with the opportunity to continue to pursue their advanced education or training.

Since this program's inception in 1996, the Harpers Ferry scholarship has been awarded each year to one or more outstanding Job Corps students, distributing \$11,000 to date.

“We on the Industry Advisory Council have always been extremely impressed with the young Americans in Job Corps. That’s important because we will undoubtedly employ many of them as graduates someday.”

Bob Woods
Chair, Board of Directors
Industry Advisory Council
American Council for Technology

DONALD A. BUCHANNON SCHOLARSHIP FUND

The Donald A. Buchannon Scholarship Fund was established to commemorate the memory of Don Buchannon who died in 1989 after 25 years of dedicated service to the Job Corps program and its students. The Fund offers Job Corps students and graduates an opportunity to pursue or continue their advanced education.

The annual \$2,500 scholarship, begun in 1989, is awarded to a deserving current or former Job Corps student who displays exemplary performance while in Job Corps and possesses the ability and motivation to benefit from further education.



LIFETIME ACHIEVEMENT AWARD

The first-ever Lifetime Achievement Award was presented to a former Job Corps student at the annual Alpha Leadership Conference in July 2003. This Award honored the extraordinary achievements of George Foreman and his contributions to Job Corps.

A well-known professional fighter, U.S. Olympian and businessman, Mr. Foreman is a 1967 graduate of then Parks Job Corps Center near Pleasanton, California. It was there he developed a skill in boxing due to the center's first-rate gym and boxing program. His talent as a fighter led him to an illustrious boxing career.

Mr. Foreman attributes his success to Job Corps and the second chance it gave him to change his life. As a result, he has since been an unwavering champion for youth programs, inspiring and helping young people to reach their potential.

“For the first time I stood firmly on my own two feet. I’d suffered a lot of grief...and not only in school...in order to survive daily life. At Job Corps, none of it applied. It was enough simply to be George Foreman.”



HALL OF FAME AWARD

The Job Corps Hall of Fame Award, created in 1979, recognizes the outstanding personal growth and achievements of former Job Corps students. Recipients of this honor are selected based upon employment-related achievements, which can be traced to Job Corps training, and educational and community accomplishments.

Each year the winner is presented with a cash award of \$1,000 and a personal plaque that acknowledges their selection to the Hall of Fame. The names of the past Hall of Fame award winners are engraved on a plaque located in the reception area of the Job Corps National Director's office in Washington, D.C. The achievements of past honorees are also recognized in an album displayed near the plaque.

2003 Job Corps Hall of Fame Winner
Senior Master Sergeant
George L. Hirner
United States Air Force Reserve

In July 2003, Senior Master Sergeant George Hirner became Job Corps' 42nd Hall of Fame recipient. Hirner, just three months after graduating from the Gary Job Corps Center in Texas, enlisted in the U.S. Navy. In June 1969, as the U.S.S. Ticonderoga cruised the Gulf of Tonkin, Airman Apprentice Hirner was the lone refueling operator when a hose detached from the pumping station and 400 gallons of fuel spewed into the chamber. The spill jeopardized the F-8 fighters on the flight deck above and the 6,000 people on board. He blindly fought the haze and fuel surge and worked to un-jam a four-way valve. His valor earned him a Navy Commendation Medal for heroic achievement. Hirner attributes much of his character to his Gary Job Corps experience. "Looking back I can see the value of the concepts taught to everyone at Gary. We learned that everyone has value, everyone is important and everyone can make a difference. In that particular case, I had made a difference," he says.

Raised in Pennsylvania steel mill country, Hirner came from a poor family - as illustrated by his tale of stealing 35 cents for his school lunch. When he enrolled at the Gary center, he took courses in automotive repair and excelled not only in his training classes, but also in a trouble-shooting contest sponsored by Chrysler, which he won while also beating the company's best repair record. In addition to his automotive repair skills, Hirner performed well with his academic training, and scored so high on his GED test that he qualified for a high-school diploma. Like so many Job Corps students, it was the love and compassion shown by someone on center that helped him. Alice Herring, a secretary at the center, and

her husband, Louis, took Hirner into their hearts and into their family.

"My constant prayer will be that there will always be a Job Corps ...where young people can find new hope for the future."

According to Hirner, "The way they treated me was indicative of the kind of caring, compassion, and understanding that Gary staff showed to the young people there."

Today, as a Senior Master Sergeant, he deploys thousands of personnel and coordinates projects worldwide for humanitarian missions. Whether he is coordinating logistics for Africa, Southeast Asia, Panama, or finalizing construction projects for the Navajo, Ottawa, Chippewa and Wampanoag tribes, he is fulfilling his desire to make a difference. His distinguished military career spans 18 years in the U.S. Navy and Naval Reserve and 14 years with the U.S. Air Force and Air Force Reserve. Most recently, he was actively involved with Operation: Iraqi Freedom. A father of eight, he attributes his Job Corps experience as life-changing. "The training I received at Gary was just the first rung on the ladder to success, and it was the most important rung of all, for we all have to start somewhere."



NATIONAL JOB CORPS ALUMNI ASSOCIATION

The National Job Corps Alumni Association (NJCAA) is a non-profit, member-based organization of men and women whose alma mater is Job Corps. Established in 1980, the NJCAA's mission is to foster the volunteer efforts of former students in support of the Job Corps program and their communities, and to provide benefits to Job Corps alumni.

Since its inception, the NJCAA has chartered 74 chapters nationwide and has welcomed approximately 23,000 members. NJCAA policies and long-range goals are set by the Board of Directors, which includes executive officers and regional representatives. Administrative support and technical assistance is provided by the Office of the Secretariat under a contract with the Department of Labor.

In support of the NJCAA's mission, the NJCAA and its members assist former Job Corps students in furthering their personal growth and professional development by providing the following services:

- **Speakers' Bureau** - This program makes successful, dynamic Job Corps alumni available to speak at Job Corps centers and community events all over the country. The alumni inspire Job Corps students to maximize their time in Job Corps.
- **Involvement in the Career Development Services System (CDSS)** - Alumni provide assistance to potential, present, and former students. Alumni become involved in outreach and admissions, pre-employment training, social skills and leadership development, and job shadowing. Alumni also participate in career preparation activities by providing welcome support to students in their new learning and living environments.

- **Alumni Benefits** - The NJCAA serves students and alumni in need of assistance with résumé writing and employment and scholarship information. In addition, the NJCAA provides a clearinghouse of information on a variety of subjects, including single parenting, money management, job interview skills, and family budgeting. The NJCAA also sponsors a Web site, a quarterly newsletter, and an annual reunion, and provides networking opportunities, workshops, and other benefits.

Web site: www.jcalum.org

An Alumni Success Story: Face of the Coast Guard

Petty Officer First Class Maurice Hawkins, from Charleston N.C., has his mother to thank for his involvement in the Job Corps program. As a teenager, Hawkins was associating with friends that his mother considered as having a negative effect on her son. She quickly interceded by referring Hawkins to Brunswick Job Corps Center, both to decrease the influence of his friends and to give him the opportunity to turn his life around.

Once enrolled at Brunswick, Hawkins studied hard, improving his grades and graduating with a high school diploma, while simultaneously taking vocational courses in welding. Hawkins acknowledges Mr. Stanley Evans, an on-center career counselor, for his positive influence and mentorship.

His improvement was so impressive that he earned a scholarship, paid by Job Corps, to Vance-Granville Community College in North Carolina. After one semester of studying criminal justice, Hawkins decided that college was not for him, and in June 1998, he joined the United States Coast Guard.

"While studying, I would look at the different military branches," he said. "But it seemed to me they were training for something that might happen in the future. The Coast Guard trained for things they did every day: drug interdiction, search and rescue, immigration control. That seemed more interesting to me. Job Corps taught me the skills and discipline that I needed to succeed in the military."

After the September 11, 2001 terrorist attacks, the federal government moved the Coast Guard from the Department of Transportation to the Department of Homeland Security. As a part of the reorganization, and to show a renewed vigor, a campaign began to find the sailor who best represented the organization.

Mr. Hawkins submitted an essay, photos of himself, and a résumé of his experience. Officials named 200 potential candidates, 12 of whom were called to California for the final cut. Out of that group, five were used in television commercials. Hawkins, one of the five finalists, also was chosen as the "Face of the Coast Guard." He spent a week in San Diego shooting commercials and posing for magazine and billboard ads. "It was a lot of fun," he said. "I was honored to be doing it."



"I have had the good fortune to participate in and experience a wide array of Coast Guard missions. Through my experiences, I have accumulated a keen sense of what it means to serve in this organization. As an African-American in the armed services, I also feel I have a responsibility to assist the Coast Guard as it continues to strive to be an organization that embraces diversity. In short, the philosophy I took with me from Job Corps is that you get out of the Coast Guard what you put into it. I see this as another opportunity to put something into the Coast Guard," Hawkins said.

Currently, Hawkins is stationed in St. Petersburg, Florida. He is also preparing to become part of St. Petersburg's local Partnership in Education program. Hawkins plans to make a career of the Coast Guard and was promoted to the rank of Petty Officer First Class in June.

"Jobs Corps gives you room to grow, and doesn't tell you what to do or become."

Alaska

800 E. Lynn Martin Drive
Palmer, AK 99645-6749
(907) 746-8800 F: (907) 746-8810
Capacity: 250 Operator: CSS

Albuquerque

1500 Indian School Road, N.W.
Albuquerque, NM 87104-2398
(505) 346-2562 F: (505) 346-2769
Capacity: 415 Operator: DEL-JEN

Anaconda

1407 Foster Creek Road
Anaconda, MT 59711-9199
(406) 563-3476 F: (406) 563-8243
Capacity: 236 Operator: USDA, FS

Angell

335 N.E. Blogett Road
Yachats, OR 97498-9388
(541) 547-3137 F: (541) 547-4236
Capacity: 216 Operator: USDA, FS

Arecibo

P.O. Box 544
Garrochales, PR 00652-0544
(787) 881-2300 F: (787) 881-0971
Capacity: 200 Operator: ResCare/CoPR

Atlanta

239 West Lake Avenue, N.W.
Atlanta, GA 30314-1894
(404) 794-9512 F: (404) 794-8426
Capacity: 515 Operator: MTC

Atterbury

1025A Hospital Road, P.O. Box 187
Edinburgh, IN 46124-0187
(812) 526-5581 F: (812) 526-9551
Capacity: 605 Operator: MTC

Bamberg

19 Job Corps Avenue, P.O. Box 967
Bamberg, SC 29003-0967
(803) 245-5101 F: (803) 245-5915
Capacity: 220 Operator: DESI

Barranquitas

P.O. Box 68
Barranquitas, PR 00794
(787) 857-1577 F: (787) 857-2262
Capacity: 260 Operator: ResCare/CoPR

Batesville

821 Highway 51, South
Batesville, MS 38606
(662) 563-4656 F: (662) 563-0659
Capacity: 300 Operator: Minact

Blackwell

4155 County Highway H
Laona, WI 54541
(715) 674-2311 F: (715) 674-7640
Capacity: 205 Operator: USDA, FS

Blue Ridge

245 W. Main Street
Marion, VA 24354
(276) 783-7221 F: (276) 783-1751
Capacity: 200 Operator: ResCare

Boxelder

22023 Job Corps Place, P.O. Box 110
Nemo, SD 57759
(605) 348-3636 F: (605) 578-1157
Capacity: 208 Operator: USDA, FS

Brooklyn

585 DeKalb Avenue (Satellite of So. Bronx)
Brooklyn, NY 11205
(718) 623-4000 F: (718) 623-9626
Capacity: 210 Operator: ResCare

Brunswick

4401 Glynco Parkway
Brunswick, GA 31525
(912) 264-8843 F: (912) 267-7192
Capacity: 400 Operator: NGC/Vinnell

Carl D. Perkins

478 Meadows Branch Road
Prestonsburg, KY 41653-1501
(606) 886-1037 F: (606) 886-6048
Capacity: 295 Operator: DESI

Cascades

7782 Northern State Road, P.O. Box 819
Sedro Woolley, WA 98284-8241
(360) 854-3400 F: (360) 854-2227
Capacity: 327 Operator: MTC

Cass

21424 N. Highway 23
Ozark, AR 72949
(479) 667-3686 F: (479) 667-3989
Capacity: 224 Operator: USDA, FS

Cassadaga

8115 Glasgow Road
Cassadaga, NY 14718-9619
(716) 595-8760 F: (716) 595-3963
Capacity: 270 Operator: CSDC

Centennial

3201 Ridgecrest Drive
Nampa, ID 83687
(208) 442-4500 F: (208) 442-4506
Capacity: 300 Operator: USDI, BurRec

Charleston

1000 Kennawa Drive
Charleston, WV 25311
(304) 925-3200 F: (304) 925-7127
Capacity: 400 Operator: MTC

Chicago

3348 South Kedzie Avenue
Chicago, IL 60623
(773) 890-3100 F: (773) 847-9823
Capacity: 354 Operator: MTC

Cincinnati

1409 Western Avenue
Cincinnati, OH 45214
(513) 651-2000 F: (513) 651-2004
Capacity: 225 Operator: MTC

Clearfield

20 W. 1700 South Antelope Drive
P.O. Box 160070
Clearfield, UT 84016-0070
(801) 774-4000 F: (801) 774-4135
Capacity: 1,320 Operator: MTC

Cleveland

10660 Carnegie Avenue
Cleveland, OH 44106
(216) 795-8700 F: (216) 721-9518
Capacity: 320 Operator: ATSI

Collbran

57608 Highway 330
Collbran, CO 81624-9702
(970) 487-3576 F: (970) 487-3823
Capacity: 200 Operator: USDI, BurRec

Columbia Basin

6739 24th Street, Building 2402
Moses Lake, WA 98837-3246
(509) 762-5581 F: (509) 762-9540
Capacity: 250 Operator: USDI, BurRec

Connecticut

455 Wintergreen Avenue
New Haven, CT 06515
(203) 397-3775 F: (203) 392-0299
Capacity: 200 Operator: CSDC

Curlew

3 Campus Street
Curlew, WA 99118
(509) 779-4611 F: (509) 779-7680
Capacity: 198 Operator: USDA, FS

David L. Carrasco

11155 Gateway West
El Paso, TX 79935
(915) 594-0022 F: (915) 591-0166
Capacity: 415 Operator: TEF

Dayton

3849 Germantown Pike
Dayton, OH 45418
(937) 268-6571 F: (937) 267-3822
Capacity: 300 Operator: MTC

Delaware Valley

9368 State Route 97, P.O. Box 846
Callicoon, NY 12723-0846
(845) 887-5400 F: (845) 887-4762
Capacity: 396 Operator: DESI

Denison

10 Opportunity Drive, P.O. Box 610
Denison, IA 51442
(712) 263-4192 F: (712) 263-6910
Capacity: 300 Operator: MTC

Detroit

11801 Woodrow Wilson Avenue
Detroit, MI 48205
(313) 852-0301 F: (313) 865-8791
Capacity: 202 Operator: ATSI

Earle C. Clements

2302 U.S. Highway 60 East
Morganfield, KY 42437
(270) 389-2419 F: (270) 389-1134
Capacity: 1,630 Operator: CSD/DJI Joint
Venture

Edison

500 Plainfield Avenue
Edison, NJ 08817-2515
(732) 985-4800 F: (732) 985-8551
Capacity: 530 Operator: ResCare

Excelsior Springs

701 St. Louis Avenue
Excelsior Springs, MO 64024
(816) 630-5501 F: (816) 637-1806
Capacity: 495 Operator: Minact

Flatwoods

2803 Dungannon Road
Coeburn, VA 24230-5914
(276) 395-3384 F: (276) 395-2043
Capacity: 224 Operator: USDA, FS

Flint-Genesee

2400 North Saginaw Street
Flint, MI 48505
(810) 232-9102 F: (810) 232-6835
Capacity: 330 Operator: NGC/Vinnell

Flint Hills

4620 Eureka Drive
Manhattan, KS 66503-8488
(785) 537-7222 F: (785) 537-9517
Capacity: 250 Operator: MTC

Fort Simcoe

40 Abella Lane
White Swan, WA 98952
(509) 874-2244 F: (509) 874-2342
Capacity: 224 Operator: USDI, BurRec

Fred G. Acosta

901 South Campbell Avenue
Tucson, AZ 85719-6596
(520) 792-3015 F: (520) 628-1552
Capacity: 300 Operator: ResCare

Frenchburg

HCR 68 - Box 2170, Highway 77
Mariba, KY 40322
(606) 768-2111 F: (606) 768-3080
Capacity: 168 Operator: USDA, FS

Gadsden

600 Valley Street, P.O. Box 286
Gadsden, AL 35901
(256) 547-6222 F: (256) 547-9040
Capacity: 286 Operator: Minact

Gainesville

5301 N.E. 40th Terrace
Gainesville, FL 32609-1670
(352) 377-2555 F: (352) 374-8257
Capacity: 350 Operator: DEL-JEN

Gary

2800 Airport Highway 21, P.O. Box 967
San Marcos, TX 78667-0967
(512) 396-6652 F: (512) 396-6666
Capacity: 1,900 Operator: MTC

Glenmont

822 River Road, P.O. Box 993
Glenmont, NY 12077-0993
(518) 767-9371 F: (518) 767-2106
Capacity: 340 Operator: CSDC

Golconda

Rural Route 1, Box 104A
Golconda, IL 62938
(618) 285-6601 F: (618) 285-5296
Capacity: 230 Operator: USDA, FS

Grafton

100 Pine Street
North Grafton, MA 01536-1847
(508) 839-6904 F: (508) 839-9781
Capacity: 300 Operator: Adams

Grand Rapids

110 Hall Street, S.E.
Grand Rapids, MI 49507
(616) 243-6877 F: (616) 243-1701
Capacity: 270 Operator: Minact

Great Onyx

3115 Ollie Ridge Road
Mammoth Cave, KY 42259-9801
(270) 286-4514 F: (270) 286-1120
Capacity: 214 Operator: USDI, NPS

Gulfport

3300 - 20th Street
Gulfport, MS 39501
(228) 864-9691 F: (228) 865-0154
Capacity: 280 Operator: DESI

Guthrie

3106 W. University
Guthrie, OK 73044-8712
(405) 282-9930 F: (405) 260-1907
Capacity: 650 Operator: ResCare

Harpers Ferry

237 Job Corps Road
Harpers Ferry, WV 25425
(304) 728-5702 F: (304) 728-8200
Capacity: 158 Operator: USDI, NPS

Hawaii

41-467 Hihimanu Street
Waimanalo, HI 96795-1423
(808) 259-6010 F: (808) 259-7907
Capacity: 362 Operator: PacEdFound

Homestead

12350 S.W. 285th Street
Homestead, FL 33033
(305) 257-4800 F: (305) 257-3920
Capacity: 496 Operator: NGC/Vinnell

Hubert H. Humphrey

1480 North Snelling Avenue
St. Paul, MN 55108
(651) 642-1133 F: (651) 642-0123
Capacity: 290 Operator: NGC/Vinnell

Indypendence (Satellite of Atterbury)

222 E. Ohio Street, Suite 300
Indianapolis, IN 46204
(317) 524-6760 F: (317) 524-6797
Capacity: 100 Operator: MTC

Inland Empire

3173 Kerry Street, P.O. Box 9550
San Bernardino, CA 92407
(909) 887-6305 F: (909) 473-1511
Capacity: 310 Operator: MTC

Iroquois

11780 Tibbets Road
Medina, NY 14103
(585) 798-7000 F: (585) 798-7046
Capacity: 255 Operator: Satellite Services

Jacksonville

205 West Third Street
Jacksonville, FL 32206
(904) 353-5904 F: (904) 359-4747
Capacity: 250 Operator: DESI

Jacobs Creek

984 Denton Valley Road
Bristol, TN 37620
(423) 878-4021 F: (423) 878-7034
Capacity: 224 Operator: USDA, FS

Joliet

1101 Mills Road
Joliet, IL 60433
(815) 727-7677 F: (815) 723-7052
Capacity: 280 Operator: Adams

Keystone

P.O. Box 37 - Foothills Drive
Drums, PA 18222
(570) 788-1164 F: (570) 788-1119
Capacity: 600 Operator: MTC

Kicking Horse

2000 Mollman Pass Trail
Ronan, MT 59864
(406) 644-2217 F: (406) 644-2343
Capacity: 224 Operator: Confed Tribes

Kittrell

1096 Highway U.S. 1 South, P.O. Box 278
Kittrell, NC 27544
(252) 438-6161 F: (252) 492-9630
Capacity: 350 Operator: MTC

Laredo

1701 Island Street, P.O. Box 1819
Laredo, TX 78044-1819
(956) 727-5147 F: (956) 727-1937
Capacity: 250 Operator: NGC/Vinnell

Little Rock

2020 Vance Street
Little Rock, AR 72206
(501) 376-4600 F: (501) 376-6152
Capacity: 200 Operator: DEL-JEN

Long Beach

1903 Santa Fe Avenue
Long Beach, CA 90810-4050
(562) 983-1777 F: (562) 983-0053
Capacity: 300 Operator: ICI

Loring

36 Montana Road
Limestone, ME 04750-6107
(207) 328-4212 F: (207) 328-4219
Capacity: 380 Operator: TDC

Los Angeles

1106 S. Broadway
Los Angeles, CA 90015-2292
(213) 748-0135 F: (213) 741-5359
Capacity: 735 Operator: YWCA of LA

Lyndon B. Johnson

3170 Wayah Road
Franklin, NC 28734
(828) 524-4446 F: (828) 369-7338
Capacity: 205 Operator: USDA, FS

Memphis

1555 McAlister Drive
Memphis, TN 38116
(901) 396-2800 F: (901) 396-8712
Capacity: 312 Operator: Minact

Miami

3050 N.W. 183rd Street
Carol City, FL 33056
(305) 626-7800 F: (305) 626-7857
Capacity: 300 Operator: ResCare

Mingo

4253 State Highway T
Puxico, MO 63960
(573) 222-3537 F: (573) 222-2680
Capacity: 224 Operator: USDI, F&WL

Mississippi

400 Harmony Road, P.O. Box 817
Crystal Springs, MS 39059
(601) 892-3348 F: (601) 892-3719
Capacity: 405 Operator: DEL-JEN

Montgomery

1145 Air Base Boulevard
Montgomery, AL 36108
(334) 262-8883 F: (334) 265-2339
Capacity: 322 Operator: DESI

Muhlenberg

3875 State Route, Highway 181 N
Greenville, KY 42345
(270) 338-5460 F: (270) 338-3615
Capacity: 405 Operator: Horizons

New Orleans

3801 Hollygrove Street
New Orleans, LA 70118
(504) 486-0641 F: (504) 486-0823
Capacity: 225 Operator: CSDC

North Texas

1701 N. Church Street, P.O. Box 8003
McKinney, TX 75069
(972) 542-2623 F: (972) 542-8870
Capacity: 650 Operator: Cube Corporation

Northlands

100A MacDonough Drive
Vergennes, VT 05491
(802) 877-2922 F: (802) 877-0295
Capacity: 280 Operator: CSDC

Oconaluftee

502 Oconaluftee Job Corps Road
Cherokee, NC 28719
(828) 497-5411 F: (828) 497-8079
Capacity: 210 Operator: USDI, NPS

Old Dominion

1073 Father Judge Road
Monroe, VA 24574
(434) 929-4081 F: (434) 929-3511
Capacity: 350 Operator: ResCare

Oneonta

21 Homer Folks Avenue
Oneonta, NY 13820
(607) 433-2111 F: (607) 433-1629
Capacity: 370 Operator: KRA Corporation

Ouachita

570 Job Corps Road
Royal, AR 71968
(501) 767-2707 F: (501) 321-3798
Capacity: 224 Operator: USDA, FS

Penobscot

1375 Union Street
Bangor, ME 04401
(207) 990-3000 F: (207) 942-9829
Capacity: 346 Operator: TDC

Philadelphia

4601 Market Street
Philadelphia, PA 19139
(215) 471-9693 F: (215) 747-8552
Capacity: 355 Operator: MTC

Phoenix

518 South Third Street
Phoenix, AZ 85004
(602) 254-5921 F: (602) 340-1965
Capacity: 415 Operator: ResCare

Pine Knot

U.S. Highway 27, P.O. Box 1990
Pine Knot, KY 42635-1990
(606) 354-2176 F: (606) 354-2170
Capacity: 224 Operator: USDA, FS

Pine Ridge

15710 Highway 385
Chadron, NE 69337
(308) 432-3316 F: (308) 432-4145
Capacity: 224 Operator: USDA, FS

Pittsburgh

7175 Highland Drive
Pittsburgh, PA 15206
(412) 441-8700 F: (412) 441-1586
Capacity: 850 Operator: ResCare

PIVOT (Satellite of Springdale)

2508 N.E. Everett, Room 107a
Portland, OR 97232
(503) 916-6170 F: (503) 916-2710
Capacity: 50 Operator: MTC

Potomac

#1 D.C. Village Lane, S.W.
Washington, DC 20032
(202) 574-5000 F: (202) 373-3181
Capacity: 500 Operator: MTC

Quentin Burdick

1500 University Avenue West
Minot, ND 58703
(701) 857-9600 F: (701) 838-9979
Capacity: 250 Operator: Minact

Ramey

P.O. Box 250463
Aguadilla, PR 00604-0463
(787) 890-2030 F: (787) 890-4749
Capacity: 335 Operator: ResCare/CoPR

Red Rock

Route 487 North, P.O. Box 218
Lopez, PA 18628
(570) 477-2221 F: (570) 477-3046
Capacity: 318 Operator: MTC

Roswell

57 G Street
Roswell, NM 88203
(505) 347-5414 F: (505) 347-2243
Capacity: 225 Operator: CSS

Sacramento

3100 Meadowview Road
Sacramento, CA 95832-1498
(916) 394-0770 F: (916) 394-0751
Capacity: 412 Operator: CSDC

San Diego

1325 Iris Avenue, Building #60
Imperial Beach, CA 91932
(619) 429-8500 F: (619) 423-5194
Capacity: 650 Operator: CSDC

San Jose

3485 East Hills Drive
San Jose, CA 95127-2790
(408) 254-5627 F: (408) 254-5663
Capacity: 440 Operator: CSDC

Schenck

98 Schenck Drive
Pisgah Forest, NC 28768
(828) 862-6100 F: (828) 811-3800
Capacity: 224 Operator: USDA, FS

Shreveport

2815 Lillian Street
Shreveport, LA 71109
(318) 227-9331 F: (318) 222-0768
Capacity: 350 Operator: Minact

Shriver

192 MacArthur Avenue
Devens, MA 01432
(800) 454-6322 F: (978) 784-2721
Capacity: 300 Operator: Adams

Sierra Nevada

5005 Echo Avenue
Reno, NV 89506-1225
(775) 972-5627 F: (775) 972-7480
Capacity: 570 Operator: MTC

South Bronx

1771 Andrews Avenue
Bronx, NY 10453
(718) 731-7702 F: (718) 731-3543
Capacity: 275 Operator: ResCare

Springdale

31224 E. Historic Columbia River Hwy
Troutdale, OR 97060
(503) 695-2245 F: (503) 695-2254
Capacity: 165 Operator: MTC

St. Louis

4333 Goodfellow Boulevard
St. Louis, MO 63120
(314) 679-6200 F: (314) 383-5717
Capacity: 604 Operator: Minact

Talking Leaves

5700 Bald Hill Road, P.O. Box 1066
Tahlequah, OK 74465
(918) 456-9959 F: (918) 207-3480
Capacity: 250 Operator: CNO

Timber Lake

59868 East Highway 224
Estacada, OR 97023
(503) 834-2291 F: (503) 834-2333
Capacity: 234 Operator: USDA, FS

Tongue Point

37573 Old Highway 30
Astoria, OR 97103-7000
(503) 325-2131 F: (503) 325-5375
Capacity: 540 Operator: MTC

Trapper Creek

5139 West Fork Road
Darby, MT 59829
(406) 821-3286 F: (406) 821-3290
Capacity: 224 Operator: USDA, FS

Treasure Island

655 H Avenue, Building 442
San Francisco, CA 94130-5027
(415) 277-2400 F: (415) 705-1776
Capacity: 850 Operator: ResCare

Treasure Lake

Route 1, Box 30
Indiahoma, OK 73552
(580) 246-3203 F: (580) 246-8222
Capacity: 189 Operator: USDI, F&WL

Tulsa

1133 N. Lewis Avenue
Tulsa, OK 74110
(918) 585-9111 F: (918) 592-2430
Capacity: 300 Operator: ResCare

Turner

2000 Schilling Avenue
Albany, GA 31705
(229) 883-8500 F: (229) 434-0383
Capacity: 1,030 Operator: ETR

Weber Basin

7400 S. Cornia Drive
Ogden, UT 84405-9605
(801) 479-9806 F: (801) 476-5985
Capacity: 224 Operator: USDI, BurRec

Westover

103 Johnson Drive
Chicopee, MA 01022
(413) 593-5731 F: (413) 593-5170
Capacity: 550 Operator: MTC

Whitney M. Young Jr.

8460 Shelbyville Road
Simpsonville, KY 40067
(502) 722-8862 F: (502) 722-3601
Capacity: 389 Operator: EMC

Wolf Creek

2010 Opportunity Lane
Glide, OR 97443
(541) 496-3507 F: (541) 496-8515
Capacity: 231 Operator: USDA, FS

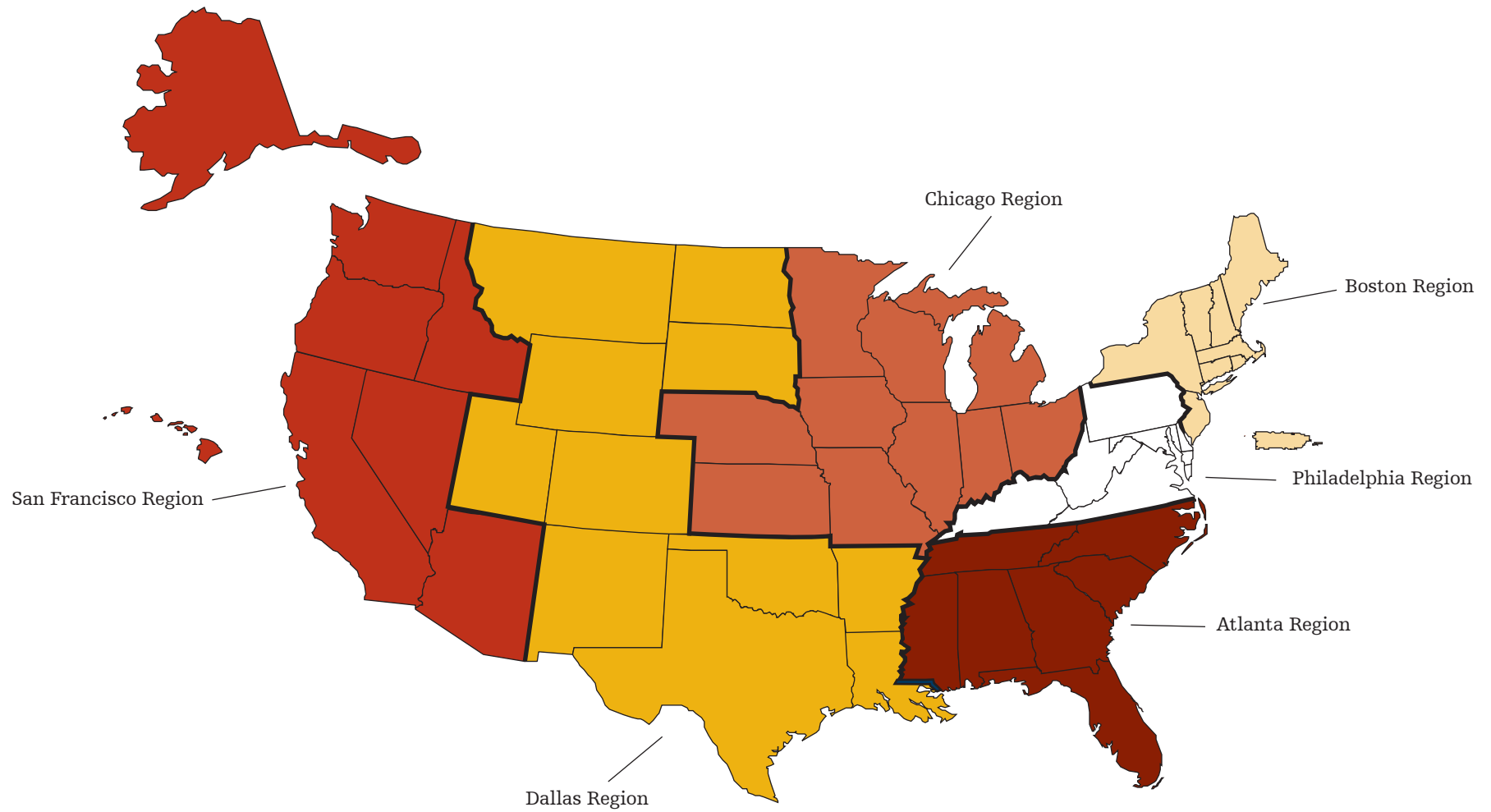
Woodland

3300 Fort Meade Road
Laurel, MD 20724
(301) 725-7900 F: (301) 497-8978
Capacity: 300 Operator: Adams

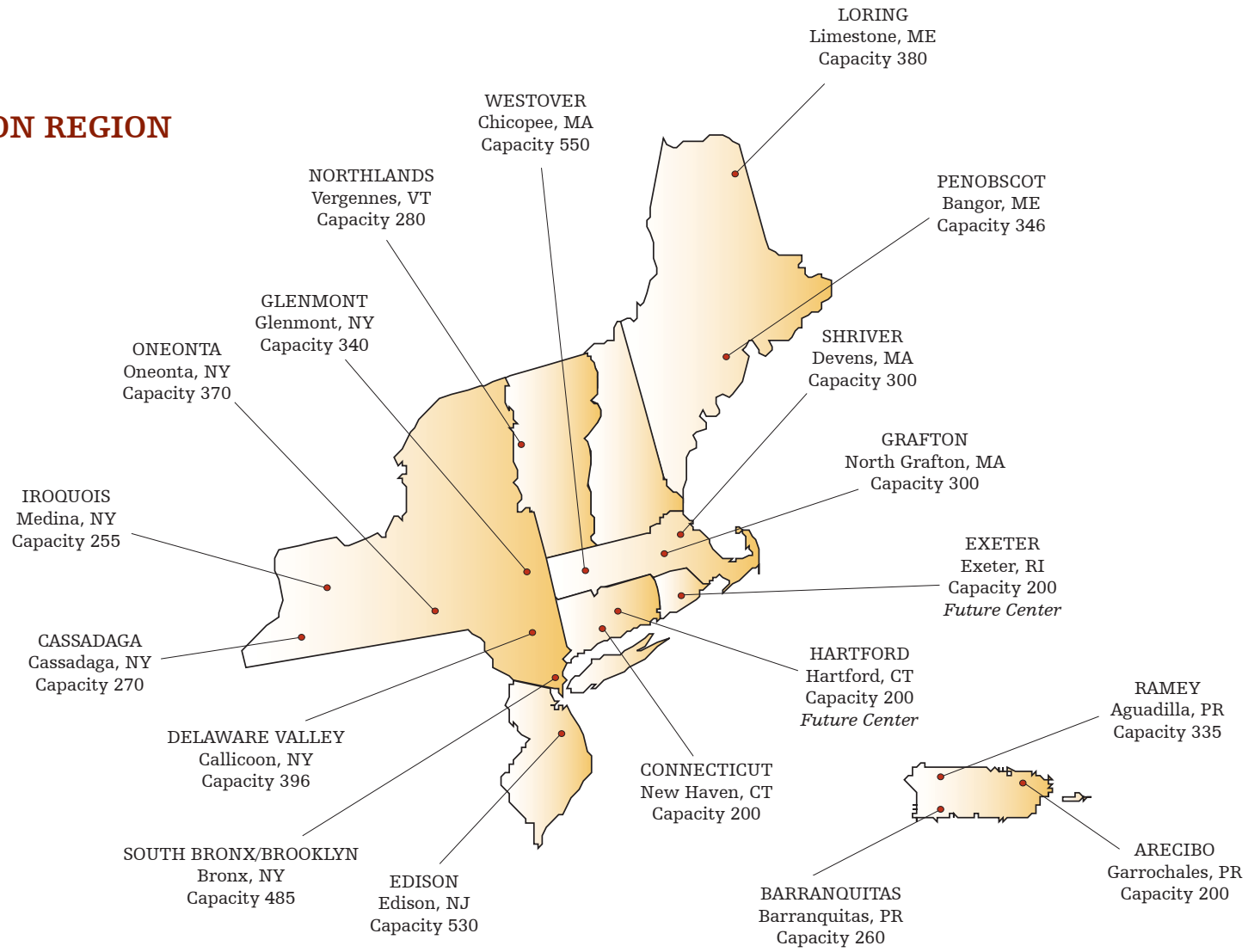
Woodstock

10900 Old Court Road
Woodstock, MD 21163
(410) 696-9200 F: (410) 461-5794
Capacity: 480 Operator: Adams

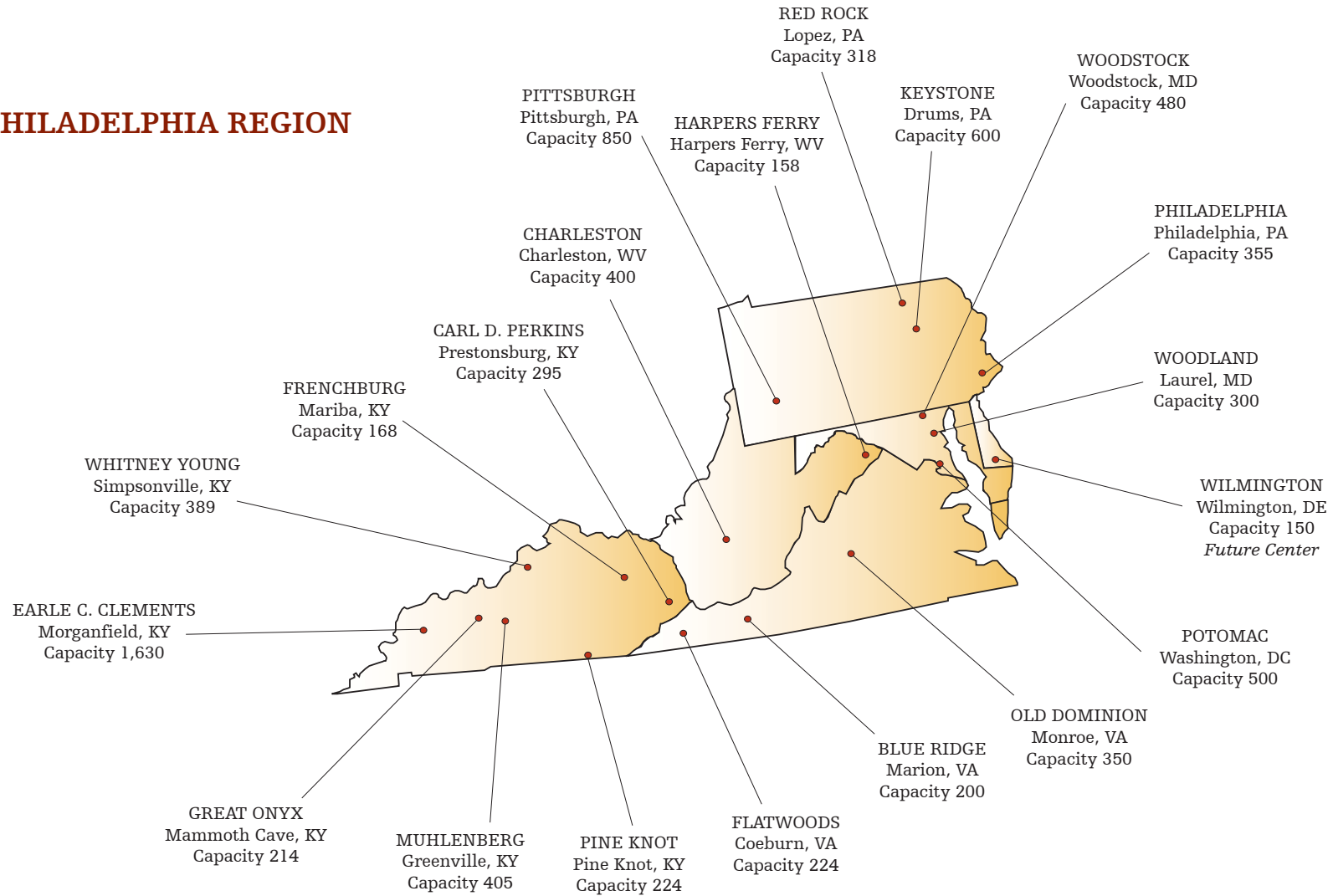
Capacity is the long-term, facility design capacity. Current capacity may vary due to construction/renovation projects. (Current November 2003)



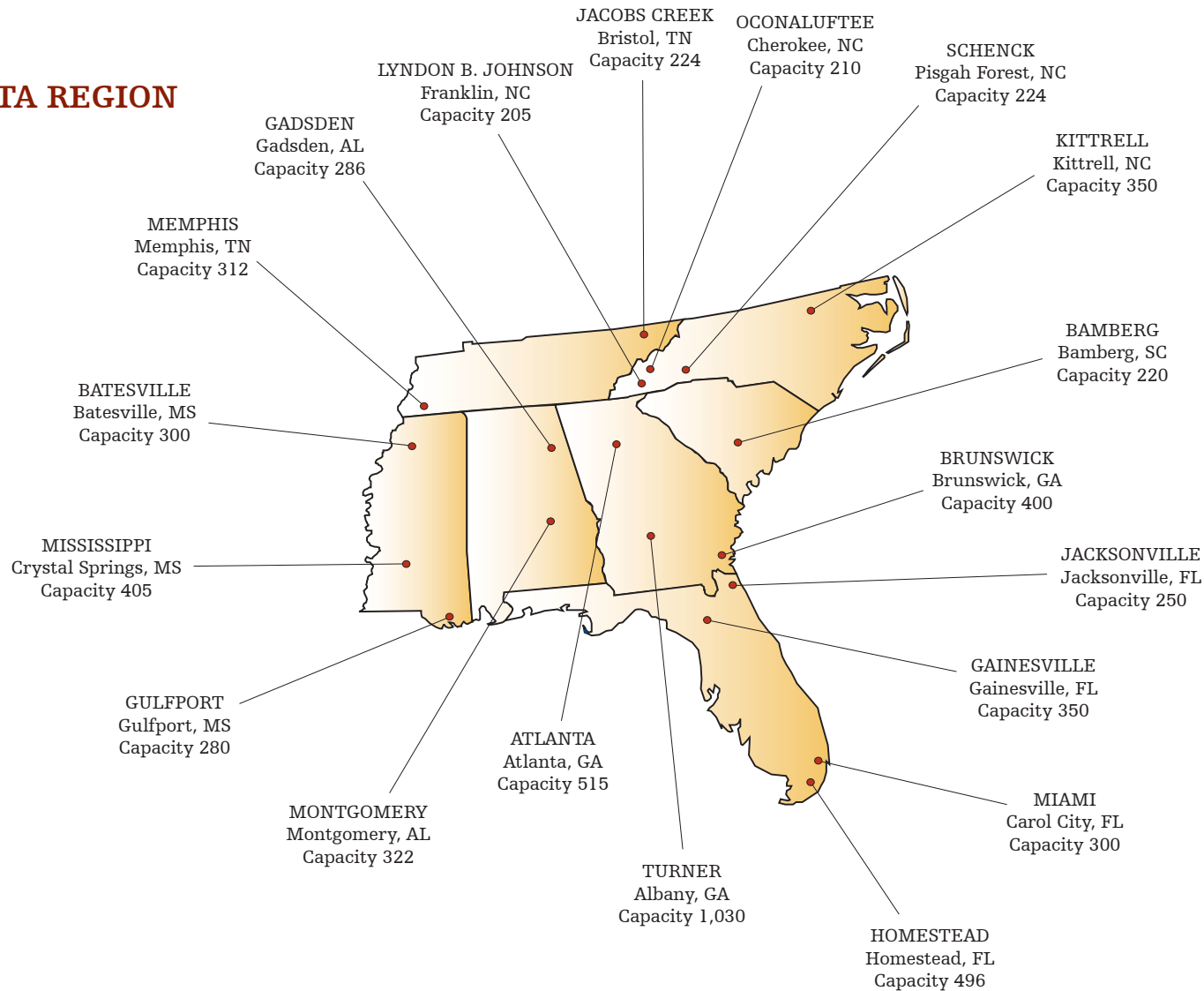
BOSTON REGION

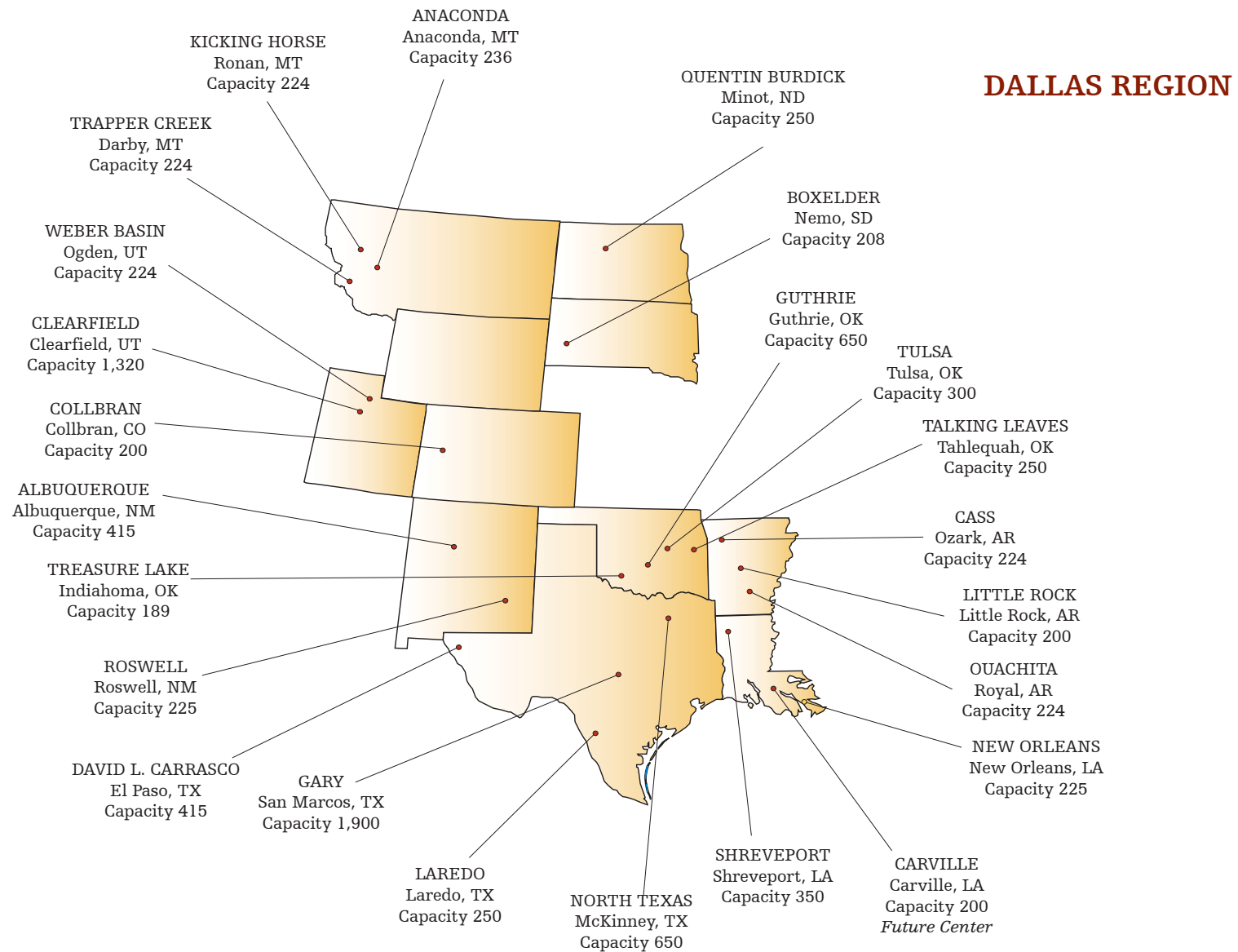


PHILADELPHIA REGION

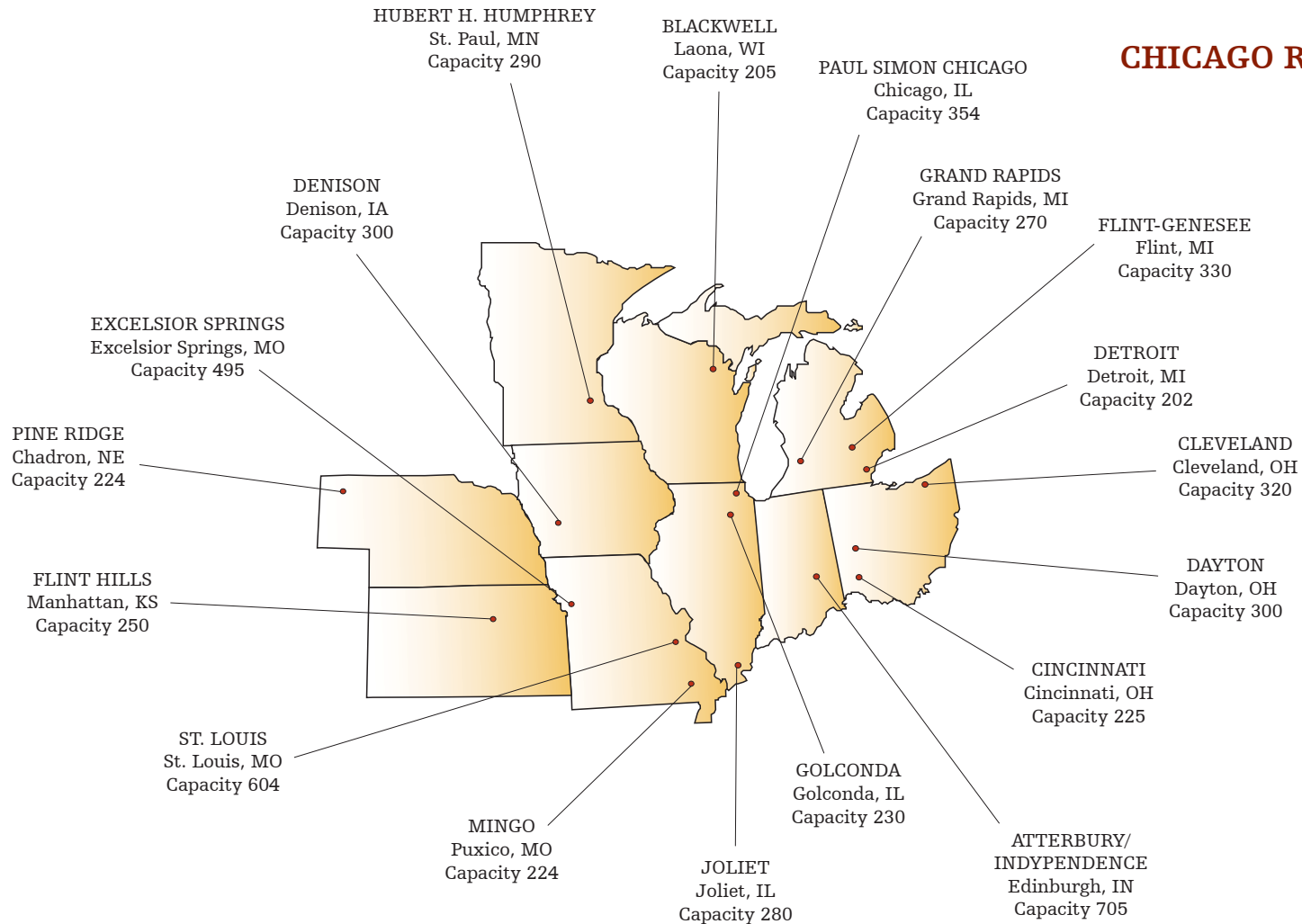


ATLANTA REGION

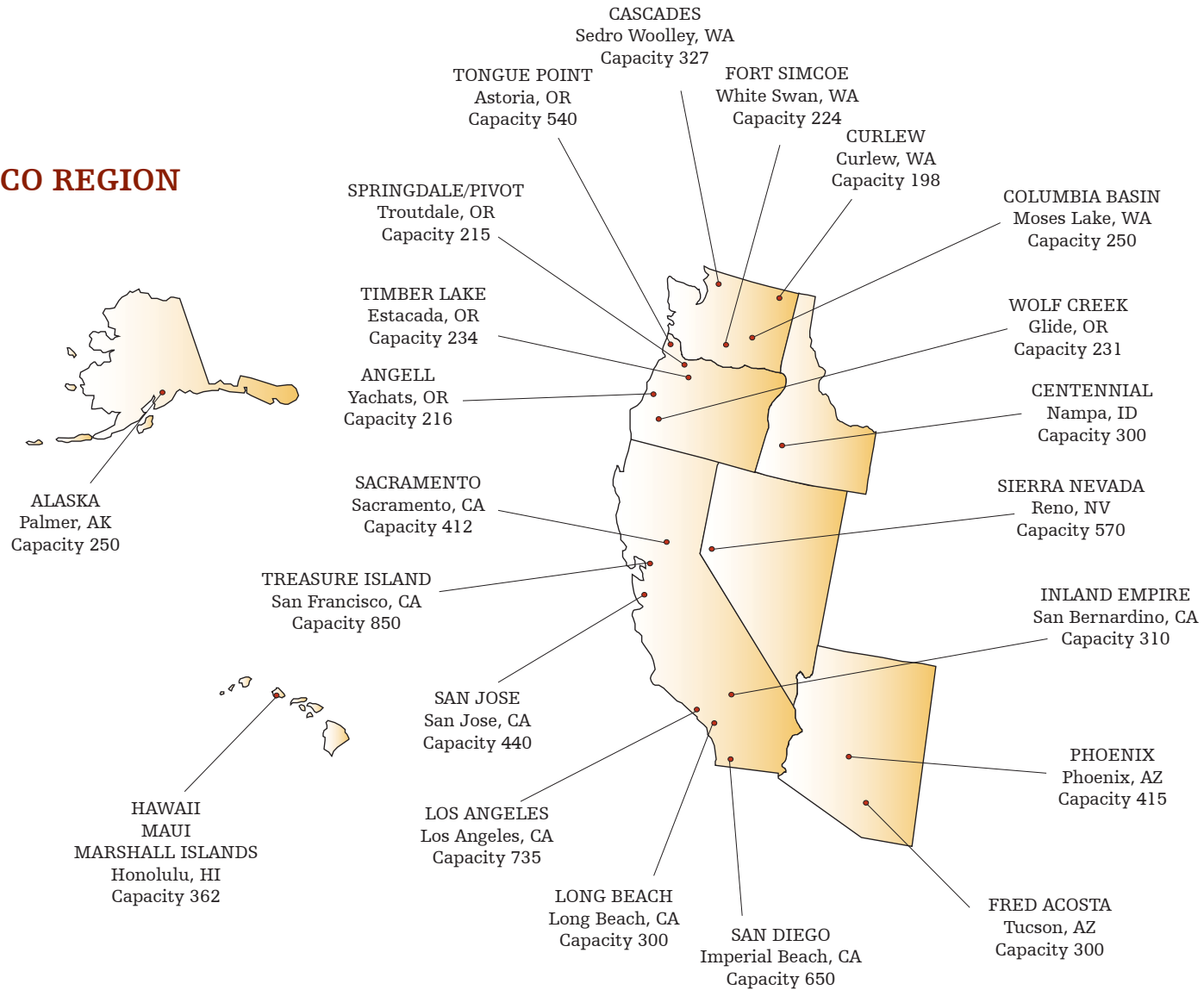


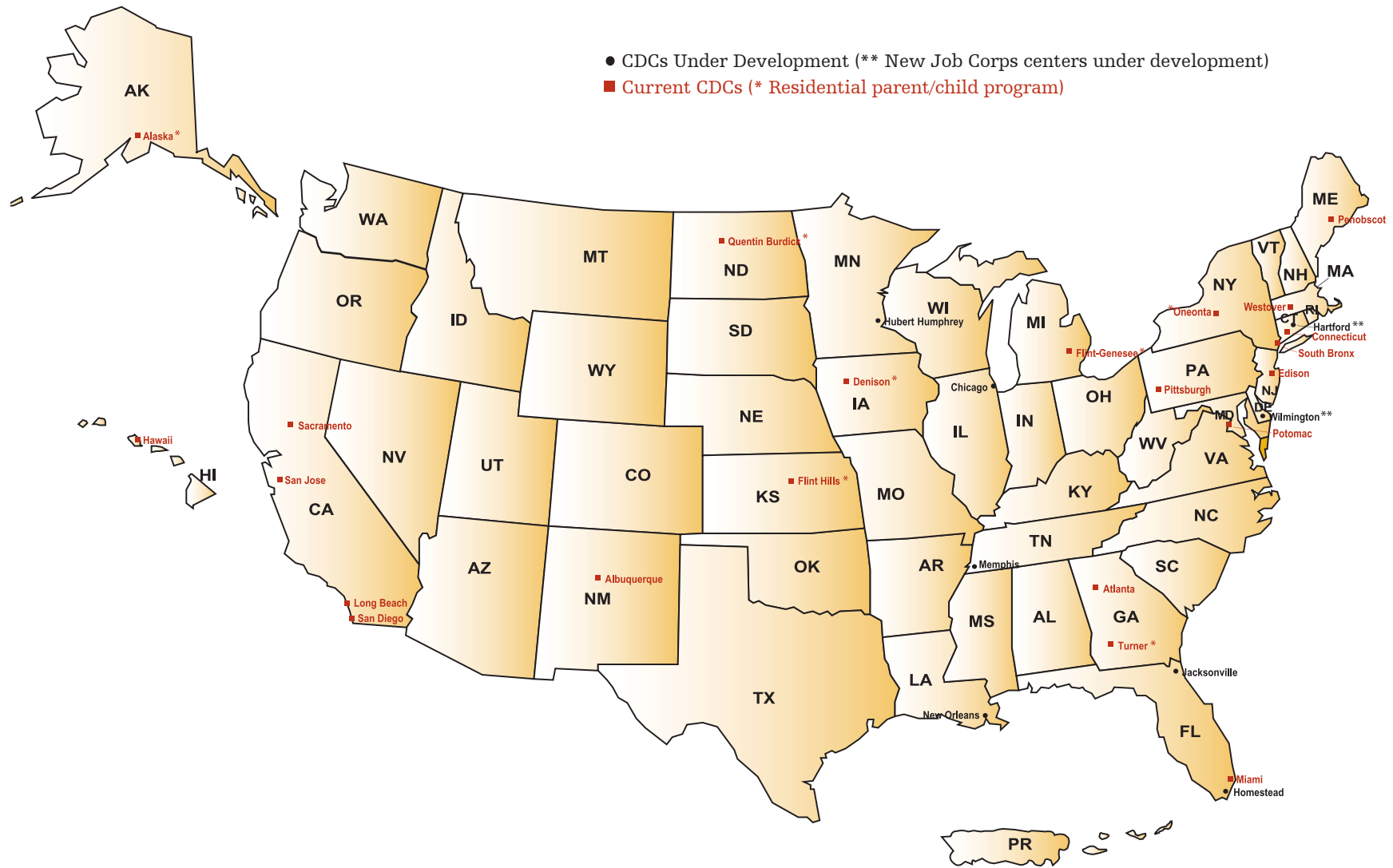


CHICAGO REGION



SAN FRANCISCO REGION





Center Operators

Adams and Associates, Inc. (Adams)
 Applied Technology Systems, Inc. (ATSI)
 Career Systems Development Corporation (CSDC)
 Cherokee Nation Oklahoma (CNO)
 Chugach Support Services, Inc. (CSS)
 Commonwealth of Puerto Rico (CoPR)
 CUBE Corporation
 DEL-JEN, Inc.
 Dynamic Educational Systems, Inc. (DESI)
 Education Management Corporation (EMC)
 Education and Training Resources (ETR)
 Horizons Youth Services (Horizons)
 ICI Enterprises, Inc. (ICI)
 KRA Corporation
 Management and Training Corporation (MTC)
 Minact, Inc.
 NGC/Vinnell Corporation
 Pacific Education Foundation (PacEdFound)
 ResCare, Inc.
 Resource Consultants, Inc. (RCI)
 Satellite Services, Inc.
 Texas Educational Foundation (TEF)
 Training and Development Corporation (TDC)
 Tribal Council of the Confederated Salish and
 Kootenai Tribes of the Flathead Indian
 Reservation (Confed Tribes)
 United States Department of Agriculture (USDA)
 Forest Services (FS)

United States Department of Interior (USDI)
 Bureau of Reclamation (BurRec)
 Fish and Wildlife Service (F&WL)
 National Park Service (NPS)
 YWCA of Los Angeles

Outreach & Admissions (OA) Operators

Adams and Associates, Inc. (Adams)
 Alabama Department of Industrial Relations
 American Business Corporation (Amer Bus Corp)
 AFL-CIO Appalachian Council
 Career Team, LLC
 Career Systems Development Corporation (CSDC)
 Cherokee Nation Oklahoma (CNO)
 Chugach Support Services, Inc. (CSS)
 CUBE Corporation
 Dancil-Jones and Associates
 DEL-JEN, Inc.
 Dynamic Educational Systems, Inc. (DESI)
 Education Management Corporation (EMC)
 Education and Training Resources (ETR)
 Emrich Education Management Systems
 (Emrich EMS)
 Florida Agency for Workforce Innovation
 ICI Enterprises, Inc. (ICI)
 Innovations Group Inc. (IGI)

Jackson Pierce Public Affairs Inc.
 KRA Corporation
 Management and Training Corporation (MTC)
 Minact, Inc.
 Mississippi Employment Security Commission
 Missouri Division of Workforce Development
 NGC/Vinnell Corporation
 Oklahoma Employment Security Commission
 Pacific Education Foundation (PacEdFound)
 Prince George's County Private Industry
 Council (PIC/PG)
 ResCare, Inc.
 Resource Consultants, Inc. (RCI)
 Satellite Services, Inc.
 South Carolina Employment Security
 Commission
 South Dakota Department of Labor
 Smith, Ortiz, Gomez, & Buzzi
 Texas Educational Foundation (TEF)
 Tribal Council of the Confederated Salish
 and Kootenai Tribes of the Flathead Indian
 Reservation (Confed Tribes)
 YWCA of Los Angeles

Career Transition Services (CTS) Operators

Adams and Associates, Inc. (Adams)
American Business Corporation (Amer Bus Corp)
AFL-CIO Appalachian Council
Applied Technology Systems, Inc. (ATSI)
Career Systems Development Corporation (CSDC)
Cherokee Nation Oklahoma (CNO)
Chugach Support Services, Inc. (CSS)
CUBE Corporation
DEL-JEN, Inc.
Dynamic Educational Systems, Inc. (DESI)
Education and Training Resources (ETR)
Emrich Education Management Systems
(Emrich EMS)
ICI Enterprises, Inc. (ICI)

Jackson Pierce Public Affairs Inc.
KRA Corporation
Management and Training Corporation (MTC)
Minact, Inc.
Missouri Division of Workforce Development
NGC/Vinnell Corporation
Pacific Education Foundation (PacEdFound)
ResCare, Inc.
Resource Consultants, Inc. (RCI)
Satellite Services, Inc.
South Dakota Department of Labor
Texas Educational Foundation (TEF)
Training and Development Corporation (TDC)
Tribal Council of the Confederated Salish and
Kootenai Tribes of the Flathead Indian
Reservation (Confed Tribes)

United States Department of Agriculture (USDA)
Forest Services (FS)
United States Department of Interior (USDI)
Bureau of Reclamation (BurRec)
Fish and Wildlife Service (F&WL)
YWCA of Los Angeles

Office of Job Corps

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<http://jobcorps.doleta.gov>

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UNITED STATES DEPARTMENT OF LABOR



OFFICE OF JOB CORPS
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